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ABSTRACT

In 1981-82, a study was conducted to determine why students left LaGuardia Community College (LCC) before completing the requirements for an associate degree. Interviews were conducted with dropout students over the course of the study, and questionnaires were administered to entering and continuing students to provide a comparative framework. The study focused on reasons for withdrawal, current activities of dropouts, demographic and educational characteristics of dropouts and continuing students, attitudes toward LCC, academic plans and expectations, work and finances, the cooperative education program, academic ability and basic skills courses, studying, homework, and consultation with teachers, freshman seminar, use of services and assistance at LCC, suggestions for dropout prevention, and anticipated social life at LCC. Study findings included the following: (1) a relatively small number of motives explained dropping out for the majority of students, with various personal problems (e.g., family problems, health, pregnancy, and/or marriage) accounting for just over half of all withdrawals; (2) other reasons for dropping out included characteristics of the school itself (especially lack of specific programs), poor motivation, career choices that do not need college-level study, and academic deficiencies; (3) 23% of the dropouts enrolled in other educational programs; (4) LCC dropouts and continuing students did not differ either on demographic variables or on measures of past educational performance or ability; and (5) students who left LCC were less likely to have financial aid or parental assistance and more likely to work full-time than continuing students. The survey instruments are appended. (AYC)

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A STUDY OF ATTRITION AMONG STUDENTS AT LAGUARDIA COMMUNITY COLLEGE

Report of Findings

SUBMITTED TO:

FIORELLO H. LAGUARDIA COMMUNITY COLLEGE

NOVEMBER, 1983

JC 850 172

1995 Broadway
New York, New York 10023
(212) 799 4100

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INTRODUCTION

This study sought to determine why students leave LaGuardia Community College before completing the requirements for the associate degree. In part, the impetus for the research grew out of the recognition that, while LaGuardia has been very successful in attracting city residents to its vocationally-oriented educational package based upon academic study and on-the-job training by means of its co-op program, the school has experienced a larger-than-hoped-for attrition rate among those admitted to the college.

The basic design for the study called for two samples of LaGuardia students enrolling at the school as freshmen in the fall of 1981. Five hundred interviews were to be completed with dropouts, and two hundred fifty questionnaires were to be administered to continuing students in order to provide a comparative framework for the data collected among those not completing their studies. A further consideration in designing the research was the point at which attrition occurred; since one might argue that students who withdraw from LaGuardia soon after registering would be different from those who complete one or more quarters before leaving, the design called for interviewing a sample of students dropping out over the course of the first year's study. In view of this staggered character of the interviews with dropouts, continuing students were interviewed in two waves, during the spring of 1982 and the fall of the same year. Completed interviews are distributed as follows:

Dropouts

- 164 1981-'82 freshmen dropping out by the end of the fall '81 quarter (called first quarter dropouts)
- 123 1981-'82 freshmen dropping out by the end of the winter '81-'82 quarter (called second quarter dropouts)
- 120 1981-'82 freshmen dropping out after the end of the spring '82 quarter (called third quarter dropouts)
- 93 members of the 1981-'82 freshman class who completed the fourth quarter, but did not re-enroll at LaGuardia. This group consists of 52 members of their class who completed their fourth quarter during the summer of 1982 and who did not register for classes during the September '82 term, and 41 students who took the summer ('82) off, completed their fourth quarter during the fall '82 quarter, and then did not enroll in the winter '82-'83 quarter (called fourth quarter dropouts)

Continuing Students

- 86 members of the 1981-'82 freshman class enrolled in the spring '82 quarter
- 89 members of the 1981-'82 freshman class enrolled in the first quarter of 1982-'83

In addition to the basic questionnaires administered to students, the design also included a short, self-administered form to be filled out by students at the time of their enrollment at LaGuardia. This form, called the expectation questionnaire, was to measure students' expectations about LaGuardia before their views had been affected by experience at the school; its purpose was to determine if the decision to leave was in part based upon expectations that were appreciably different from actual experiences. This questionnaire and the two designed for used with dropouts and continuing students are reproduced in the appendix.

A number of problems developed over the course of data collection, the first pertaining to the timing of administering the expectation questionnaire. While the design called for this form to be completed by students prior to the beginning of classes, the practical problems associated with developing the questionnaire and securing committee approval meant that the instrument was not ready in time to meet this schedule. Instead, questionnaires were filled out by students in Freshman Seminars between October 19 and 23 of 1981, a few weeks after classes began. Thus the utility of the expectation questionnaire was possibly compromised by this delay, though if so and to what extent remains unknown.

A second problem surrounding the expectation questionnaire was that for undetermined reasons 32% of the enrolled students did not fill out the instrument. A quick analysis of small samples of students who did and did not complete the expectation questionnaire found no significant difference between them on FSAP scores, sex and age, but that dropouts were less likely to have completed the form and that the GPA at LaGuardia was higher among students who answered the questionnaire (the memorandum summarizing this analysis is contained in the appendix).

In view of this substantial gap in the data base, it was decided to develop a retrospective expectation questionnaire that would be asked of students not filling out the instrument in October, 1981. This questionnaire (in the appendix) asked students to answer similarly worded items on the basis of their recall of their expectations and attitudes at the time they first enrolled. Given the obvious limitations of this approach, it was to be used only when necessary, i.e., when no more interviews could be conducted among students who completed the October expectation questionnaire and yet more interviews were needed to complete the quota. Consequently, notations were made on the sampling forms as to whether an expectation questionnaire existed for each student, and (1) as many of those with questionnaires were interviewed as were possible, and (2) to the extent necessary to complete the quota, retrospective questionnaires were administered to students who did not complete the instrument in October. As a result of some clerical errors in identifying for Kane, Parsons & Associates students who completed the earlier form, 73 students were included in the sample for whom neither version of the expectation questionnaire is available. Of those remaining 677 respondents with expectation questionnaires, 73% filled out the forms in October, and 27% had their expectations recorded by interviewers on the retrospective form.

Another problem especially important in analyzing the data revolves around the fact that the determination as to whether a student is a dropout or a persister --- a necessary judgment at the time of data collection --- may be superseded by later events in the student's history. Thus a student who is interviewed as a dropout may later reenroll, and a continuing student may quit after being interviewed as a continuer. At the time of the design of the project this possibility was recognized, though no data existed that would shed light on the magnitude of the problem. An examination of the spring, 1983 status of all students included in the study found the following results. Of the 500 students interviewed as dropouts, 74 later reenrolled, while 75 of the 250 students classified as continuing subsequently left school. These students are excluded from this analysis, though their answers are included in the complete computer tabulations accompanying this report.

The last major problem in data collection was the determination of selected educational statistics for each respondent(see the measures on p.9 of the questionnaire for dropouts). This information proved much more difficult to pull from the LaGuardia information systems than anticipated. After three attempts to gather this information (two using different computerized information systems and a third involving a manual search through the students' paper files at LaGuardia) some gaps still remain in the data. The most severe is the student's high school average: this information is not available for 30% of those interviewed. The extent to which other items contain substantial missing data is as follows: student allocation --- 15%; FSAP scores --- 8%; whether high school diploma is regular or GED --- 7%; date of high school diploma --- 5%; day versus evening student --- 5%. Other variables show much less missing data.

CONCLUSIONS

Perhaps the most important finding of this study is the importance of personal problems, insufficient financial resources and work-related problems in explaining why students leave school. A comparatively small number of dropouts attribute their behavior to anything characteristic of LaGuardia per se. Of those who do cite institutional qualities as reasons for attrition, most often mentioned are programs of study not offered at LaGuardia; a small percentage thought the school overly bureaucratic, and a few preferred a more rigorous program.

Complementing these findings are the generally positive evaluations among both dropouts and persisters alike of the various services and programs at LaGuardia, including cooperative education, Freshman Seminar, counseling and other services, etc. Thus a more forceful statement of the major conclusion of the project is that students discontinue their studies not because of what happens to them at LaGuardia, but because of what happens to them while they are at the college.

These findings are not without implications for actions that LaGuardia might undertake to reduce attrition. First, we doubt that it makes sense for the college to attempt to retain a higher proportion of its current students by developing additional areas of study (though there may be majors appropriate for LaGuardia's educational mission that are not currently offered). We also suggest it would be very counterproductive to raise academic standards to satisfy the small number who leave for more difficult programs. A small number of students voiced dissatisfaction with basic skills requirements as a factor in their leaving; whether or not efforts to convince them of the necessity of these remedial courses would prove effective is at this point an unanswered question.

While the research findings do not point to the efficacy of various services and assistance programs in reducing attrition, they do not disprove it either. Thus the question of whether or not effective programs to reduce attrition can be designed remains an open question, though one important consideration is that additional counseling and information services were most often volunteered by students as something the college could have done to help them remain in school.

The importance of personal problems in leading to attrition merits several comments. One is that it is for precisely these kinds of problems that students are least likely to see any appropriate assistance coming from LaGuardia. Thus the school could anticipate a problem in convincing students to use such services were they to be offered. Finally, attempts to help students deal with these problems imply providing more social services than now available at LaGuardia, an option that may or may not be a desirable direction for the college.

ANALYTICAL DISCUSSION

1. Reasons Students Give For Discontinuing Their Studies

FINDING: While a large number of different reasons are given by students for their decisions to leave LaGuardia, there is a relatively small number of motives that explain dropping out for the majority of those who do so. Thus various personal problems and events (including family problems, health, pregnancy and/or marriage) and financial and work-related considerations account for just over half of all withdrawals. Other reasons occurring relatively frequently include characteristics of the school itself (especially lack of specific programs not offered at LaGuardia), poor motivation, career choices that do not need college-level study, and academic deficiencies.

DISCUSSION

The single most important issue addressed by this research is why LaGuardia students left the school before earning their degrees. The questionnaire for dropouts explored this topic from several perspectives: former students were first asked in an open-ended question why they quit (Q. 7), they were asked to rate the importance of thirty possible reasons for withdrawing (Q. 12), and they were asked for further elaboration of the most important reasons of those given in Q. 12 (Q. 14-16). Tables 1 and 2 contain the result to the first two of these questions. The data in Table 3, on the other hand, reflect the results of a judgment made by the project director as to the single best reason that seems to explain why each student quit. These decisions were made on a case-by-case basis after reviewing all the information in each questionnaire relevant to the attrition process. It is the project director's opinion that this summary measure is the best single explanation of attrition in the data, since it takes into account the student's various comments about his or her decision.

To be expected is that there are not one or two reasons explaining the behavior of all those who leave. There are, however, certain kinds of reasons that are given most frequently. As shown in Table 3, conditions or events in the student's personal life not directly related to school are judged by the project director as being the most frequent explanation, including family problems (caring for children or other family members, deaths of others in the family), pregnancy and/or marriage, health problems, and a miscellany of other personal problems --- often so personal that respondents would not discuss them in the context of a telephone interview with a stranger. The verbatim responses appended to the end of this section capture much of the quality of how these individuals view the various problems that have befallen them in their academic careers.

Financial and work-related reasons are also frequent. Two different ideas are present in these responses, especially in the categories of Table 3. The first of these is simply insufficient funds to continue school; in most of these cases the student left school to pursue a full-time job as a consequence of his or her need for funds. The second is that the student was or became more interested or involved in a job, perhaps as a result of increased pressure or work load, a change in personal priorities, etc. While it is not always possible to make this distinction from the answers respondents give, it is nevertheless an important one from the point of view of this research in that the first reason could simply be addressed by giving students more financial aid, whereas the second represents a change of values on the part of the student that would be much more difficult for LaGuardia administrators to do anything about.

A sizeable proportion of former students (17% in Table 3) refer to one or more characteristics of LaGuardia as a main factor in their leaving. Among this group, interest in a program not offered at the school was most often cited, though a tabulation of the specific programs mentioned revealed little consensus; only seven areas of study were mentioned by two or more dropouts, as follows: engineering (3 respondents), nursing (3), communications (3), pre-med (2), other health-related (2), marketing (2), fashion (2). These results do not point to the existence of any one field of study that could be offered at LaGuardia to retain an appreciable number of students.

Other reasons for withdrawal pertaining to LaGuardia per se include the perception that it is too easy, though at only 2%, this is not a major determinant. A variety of other characteristics are mentioned by a smattering of former students, including the quarter system, location, the perception that the school is too small, problems with the bureaucracy and so forth. No one of these explanations is given by more than a few respondents. (See the verbatims for a cross-section of these responses.)

One out of eleven students was judged to have quit because of poor or insufficient motivation. This category includes those who said they "needed a break," who felt they weren't getting anything out of their college experience, who were uncertain as to their direction in life and/or their studies, and the student who colloquially confessed that his "head wasn't into it."

Roughly five percent of those who left LaGuardia did so because they decided against a career that required a college education, and some of these students enrolled in various vocational schools.

Finally, four percent acknowledge their own academic shortcomings as a reason for leaving, manifested in poor grades, poor study skills, inability to understand the material, etc. A miscellany of additional reasons complete the explanations students give for leaving, and reading through the verbatim responses gives a sense of the many diverse life situations that account for the behavior of those in the sample.

Tables 1, 2 and 3 present the responses not only for the entire sample of students who left school, but their answers are also tabulated according to when they terminated their studies. No systematic differences are observed by withdrawal date, suggesting that the same processes are in motion over the course of these students' college careers. Consequently, most of the subsequent tables in this report do not present responses by the quarter the student quit, though this information is contained in the detailed tables.

An important issue to be considered when reviewing these results is the extent to which dropouts are truthful in their responses rather than simply giving socially acceptable answers that place the blame on others rather than themselves. For example, it may well be easier psychologically for a student to say he or she left school as a result of financial problems rather than because too little time was spent studying. While the definitive answer to this question may await a lengthy clinical interview with each former student (though the track record of clinicians may not be all that great either), results presented elsewhere in this report suggest that there is at least some validity to what respondents say.

Q. 7(A)*

Table 1

Reasons Respondents Give For Dropping Out of LaGuardia

	Drop-Outs	Quarter Quit			
		First	Second	Third	Fourth
	%	%	%	%	%
Financial and job related reasons (Net)	38	37	45	31	43
Money problems, ran out of money, cost too much; had to work, etc.	18	15	18	18	25
Time pressure from or conflict with job	15	19	19	7	13
Lack of or loss of financial aid	3	3	6	3	1
Other financial or job-related answers	2	1	1	3	5
Academic reasons (Net)	38	41	29	47	31
Academic reasons relating to LaGuardia per se (Sub-Net)	30	34	26	36	22
Didn't offer subjects or program student wanted	8	6	4	14	6
Transferred to another school, preferred another school	5	6	5	5	3
Teachers (problems with them, they didn't come to class, etc.)	4	4	4	5	3
Bureaucratic reasons (problems with business office or registrar, lost my files, problems transferring credit, etc.)	4	1	3	6	5
Location (too far away, etc.)	4	7	8	3	3
Classes cancelled, courses closed, etc.	3	2	4	5	1
Too easy, not challenging, too much like high school	2	4	1	2	3
Too difficult, too technical	1	2	1	1	0
Program or internship takes too long	1	0	2	1	3
Too small, department too small	1	1	0	1	0
Other reasons about LaGuardia (eg., no campus, disliked quarter system, etc.)	5	6	8	4	0

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*Letters in parentheses indicate the proper questionnaires. A signifies the dropout questionnaire, B is the instrument for persisters, and E is the expectation form filled out by students in October, 1981.

- continued -

Q. 7(A)

Table 1

Reasons Respondents Give For Dropping Out of LaGuardia

(continued)

	Drop-Outs	Quarter Quit			
		First	Second	Third	Fourth
	%	%	%	%	%
Academic reasons relating to student per se (Sub-Net)	9	9	6	14	9
Was getting bad grades, wasn't doing well	2	1	1	4	5
Needed more basic skills	2	3	1	2	0
Had to take too many basic skills courses	1	1	3	1	0
Poor study skills, hard to learn	1	1	0	3	0
Was suspended	1	0	0	3	1
Other reasons about student	2	3	1	3	1
Other academic reasons, not clear if relating to school or student	*	0	0	1	0
Personal reasons, not academic (Net)	27	26	29	25	29
Family pressures or demands, had to take care of family	7	6	10	3	9
Got pregnant, had a child while in school	6	5	7	5	9
Had to care for child (i.e., had child before starting at LaGuardia)	4	6	3	3	3
Health problems	3	2	7	3	1
Other personal reasons	6	6	2	11	6
Poor motivation (Net)	9	9	10	7	9
School wasn't doing anything for me, was bored, didn't like school, not interesting, etc.	4	6	6	2	3
Needed to take a break	4	2	2	5	6
Not ready for college	2	3	2	1	0
Other reasons	3	4	0	8	0
Refused	*	*	0	0	0
(BASE)	(423)	(140)	(98)	(108)	(77)

As a result of multiple answers, figures may add to more than 100%.

*Indicates greater than 0% but less than ½ of 1%.

Q. 13(A)

Table 2

Importance Ratings Given to Possible Reasons For Attrition

	Drop-Outs	Quarter Quit			
		First	Second	Third	Fourth
	%	%	%	%	%
You left because you had personal problems that interfered with college	26	25	33	27	19
You left because you had too many other responsibilities	20	19	22	17	22
You left because you couldn't afford going to college	19	16	27	19	17
You left because LaGuardia didn't have the academic programs you wanted	14	18	7	18	8
You left because you couldn't get into the courses you wanted	11	15	11	9	9
You left because you couldn't schedule classes at the times most convenient for you	11	10	12	10	11
You left because you needed a break from college	10	9	12	9	12
You left because of health problems	7	7	13	5	4
You left because you were unsure of your academic goals	7	6	9	6	5
You left because you had to take too many basic skills courses	6	6	6	6	5
You left because there was too much red tape at LaGuardia	6	6	7	4	5
You left because you were not cut out for college work	5	8	5	4	4
You left because it would have taken too long to get a degree	5	5	6	6	4
You left because you never really felt part of things at LaGuardia	5	6	4	6	1
You left because no one at LaGuardia seemed to care about you as an individual	5	6	4	5	3
You left because you decided on a line of work that didn't required a college education	4	4	6	6	1
You left because counselors weren't very helpful at LaGuardia	4	6	5	4	1

- continued -

Table 2

Importance Ratings Given to Possible Reasons For Attrition

(continued)

	Drop-Outs	Quarter Quit			
		First	Second	Third	Fourth
	%	%	%	%	%
You left because it was too hard to get to LaGuardia	4	7	2	5	1
You left because you didn't have very good study skills	4	2	5	6	4
You left because classes were too hard at LaGuardia	3	3	4	3	1
You left because it wasn't clear what you had to do to graduate	3	3	3	3	1
You left because LaGuardia wasn't hard enough	3	2	1	4	4
You left because you achieved your academic goals	3	4	1	3	3
You left because you were disappointed with the cooperative education work internship or co-op program	2	2	3	2	2
You left because you never had a chance to see your teachers outside of class	2	4	1	2	1
You left because you didn't have any friends at LaGuardia	1	1	1	2	0
You left because you got married	1	1	0	2	1
You left because classes were too large	1	1	2	1	0
You left because you didn't want to participate in the co-op program	1	1	1	1	0
You left because your family did not encourage you to finish college	*	1	0	0	0
(BASE)	(425)	(141)	(99)	(109)	(76)

Cell entries are the percent rating each item a "very important reason" in the decision to leave LaGuardia.
Items are listed from most to least important according to drop-outs' answers.

*Indicates greater than 0 but less than ½ of 1%.

Table 3

Reasons Students Left LaGuardia
(Summary Measure)

	Drop-Outs	Quarter Quit			
		First	Second	Third	Fourth
	%	%	%	%	%
Non-academic personal reasons (Net)	22	21	22	23	22
Family (had to care for family or child, death in family, etc.)	9	11	8	8	9
Pregnancy or marriage	5	4	5	5	9
Health problems	3	3	8	1	0
Other personal problems or personal problems generally	4	4	1	9	4
Financial reasons (no money, insufficient financial aid, had to go to work to support self or family, etc.)	18	18	27	13	14
Work more important (work takes too much time or energy, work came first, job pressures, etc.)	13	14	12	9	17
Characteristics of LaGuardia (Net)	17	19	10	23	14
LaGuardia didn't have college-level program respondent wanted	8	9	5	13	5
LaGuardia was too easy, too much like high school	2	3	0	2	3
Other characteristics of LaGuardia (too small, disliked quarter system, location, etc.)	7	8	5	8	6
Poor motivation (unsure of goals, not interested in studies, needed a break, "head not into it," etc.)	9	10	8	10	8
Career reasons (didn't need college for career goals, went to trade school, etc.)	5	4	8	7	3
Academic deficiencies (eg, suspended as a result of poor grades, had poor study skills, didn't understand class material)	4	4	3	4	4
Other reasons	5	6	6	4	4
Not clear, multiple reasons with most important reason not clear	7	5	3	7	14
(BASE)	(424)	(140)	(98)	(109)	(77)

Selected Verbatim Responses As to Why Students Quit School

Verbatim responses are taken from the questionnaire as filled out by interviewers. Thus they are not a word-for-word transcript of what was said.

This listing is not intended to be a random sampling, but is designed to focus more on the types of categories that are not so obvious in their meaning or that are comparatively diverse. Thus, more "characteristics of LaGuardia" responses are presented than, for example, financial reasons.

Numbers in parentheses are ID numbers.

Personal Problems

Pregnancy or marriage

I'm going to have a baby. (Anything college could have done?) Nothing at all. (042)

Health problems

Health problems and no money to go back to school. Health problems that interfered with my studies, problem included hospitalization. (Anything college could have done?) Nothing. (043; respondent would not say what the problem was)

Family problems (including caring for child or other family member, death in family)

Personal problems with family that made me relocate to Ohio. (Anything college could have done?) I didn't follow any procedures that the college could have helped me with. I left unofficially. They couldn't have done anything under the circumstances. (001; respondent would not explain fully)

Work More Important
(continued)

I was more or less forced to stop. I couldn't get the hours I needed. I work, and only three out of the five days were good schedules for me and my job wouldn't bend...It's more important for me to maintain my job than pass the courses. At the time I couldn't do both because of scheduling of job and classes. (Anything college could have done?) They could offer one or more types of programs, an adult program geared to adults, one that offers a weekend schedule and one that lasts for three days - Friday, Saturday and Sunday, and it should rotate to every third weekend. (420)

Characteristics of LaGuardia

LaGuardia didn't have college level programs respondent wanted

I wanted to go to a four year college. I'm studying medicine. I wanted to get to know the teachers and the people there. LaGuardia was not my first choice, but the only choice I had at the time. (418; transferred to CCNY)

They didn't offer marketing courses. That's the only reason. (Anything college could have done?) Nothing. Offer the courses I wanted, but I don't know if enough students would take it. (655; transferred to Baruch)

They didn't have a teaching program, department of education. Classes were too early...I also didn't want to lose credit when I transferred to a four-year college. (047; respondent transferred to Queens College)

LaGuardia was too easy, too much like high school

It was too small, too easy. It wasn't challenging enough. It wasn't very difficult academically. The courses were simplified, too easy. I was a bit bored. (Anything college could have done?) There should have been some sort of program, some sort of system, to allow the faster students to move ahead of the others. (007; transferred to Hunter)

The atmosphere didn't seem like college. No campus. Seemed like high school to me. Too many high schoolers there...all these high school kids were at lunch and all over the school. No separate area for college students. (Anything college could have done?) Get a lounge just for college students, separate the high schoolers from the college students in more areas. (032; transferred to Queensborough Community College)

Family problems (continued)

I have two kids and I just couldn't handle it. It was too difficult all the way around... I couldn't get my daughter back and forth to school and the baby to and back from the babysitter and get to school myself on time. (Anything college could have done?) Not really.

A death in the family made for too much pressure on me at the time. (685)

Other personal problems or personal problems generally

I was too busy with other things, personal problems. (405)

Personal problems. Something came up, it was personal, that made me leave. (Anything college could have done?) Nothing.

Financial Problems

I had to stop and go to work. I didn't have the money to pay for tuition. I didn't have the money for school. I wasn't getting any help and my job wasn't enough to pay for everything. (Anything college could have done?) Some sort of financial aid. That's it. (012)

I wasn't getting financial aid and I ran out of money to pay for classes. I didn't have any money to continue school. (Anything college could have done?) They could have given me TAP or BEOG, I would have stayed. (208)

Work More Important

I became very involved with my job, it became very personal and I had to devote most of my time to it...The pressure from my job forced me to take a leave. That was the primary reason. (Anything college could have done?) Not for this particular reason, no. (009; respondent did not reenroll.)

I didn't want to take the secretarial course any longer, it interfered with my working life. (018)

For business purposes. I had to put more hours in where I work. That's really it. I went into a trucking business and the hours were too much. They were also asking me to pay tuition. They were asking for three-quarters of the tuition. (Anything college could have done?) They could've covered my tuition. (668)

Other characteristics of LaGuardia

I was taking accounting. I didn't like the school. The three month terms are too fast. (223)

I started going to school in the evenings. LaGuardia was too far away. I started working full-time days. LaGuardia was too far to travel from at night. (Anything college could have done?) No. (400; respondent lived in upper Manhattan)

Hardship and transportation. I work during the day and by the time I get there to my last class at 9:20 to 10:30 and I'd get home by 11 or 12. I had to take a lot of buses and things and the time was bad for me. (Anything college could have done?) Not really, no. (054)

It wasn't convenient to get to. The sessions were divided into quarters instead of semesters. This made the time spent in classes longer. I like a semester schedule better. (076)

The teacher was never there. I didn't like that the teacher didn't come. Nobody at LaGuardia was interested. If the teacher doesn't go to class, it's obvious that she doesn't care. (Anything college could have done?) Be more strict with teachers. (104)

I didn't like the classmates, quality of the people, not enough seriousness from teachers, a waste of time and money. (105)

I started having a lot of problems with the business office. They kept getting things all screwed up. For one year they had my name wrong and then they had me down for not attending and that messed up my TAP and BEOG. So I just decided to try another school. (426; transferred to Fashion Institute of Technology)

Some teachers didn't show up for classes and there were no substitutes. I felt I was wasting my money. This one class in social science was cancelled for three weeks and there was no substitute. (Anything college could have done?) Get substitutes for missing teachers. (446)

Sometimes it's really hard to get courses you want because they schedule classes by computer. A lot of students miss opportunity to get classes that fit in schedule (sic). In order to get a job you have to register first at school because the job can't be rearranged. I got on probation because of me, not the school. But the hardest part of going there is registration. A lot of students have gaps in their schedules, certain classes they have to take to get on internships. (Anything college could have done?) Fill in more classes during daytime to make it more convenient for the day students. It's very inconvenient. (457)

Other characteristics of LaGuardia (continued)

I wanted more than a job-oriented school. I wanted my credits transferred easily. (577)

I wanted to go to a senior college. That's the only reason. (578)

I didn't want to take my internship there. Takes too much time. (590; transferred to Baruch)

Some of the teachers I got didn't seem to put 100% behind their working in their teaching and they were late quite a bit. In addition, I was going at night and it was difficult for me to get there and home at night...My first semester I had two classes on Monday and Wednesday, two classes on Tuesday and Thursday, plus an extra one on Thursday that took me up to 11 or 12 to get home. With my full-time job it got me feeling really ragged and so tired. Certain workshops closed before night students go to school. We were really cheated, that was very unfair. (244)

I didn't like it anymore. To me it was overcrowded. In the classrooms I couldn't pay attention because there were so many people...So many people in there when the teacher goes around to help he can't get around to everyone. I needed help in an area, I couldn't get. (Anything college could have done?) Maybe they could have made classes smaller. (273)

Poor Motivation

It wasn't doing anything for me, I lost interest in studying. I wasn't cut out for college. Going to college was a chore. I just didn't like it. Maybe I only went because of peer pressure. (Anything college could have done?) Nothing. (006)

My head wasn't into it. (Answer to why "you left because you decided you were not cut out for college work" rated most important reason for quitting) I need to think about it for a while. (Anything college could have done?) Nothing. (019)

I need to wait and take a break after high school. Same as high school work and I needed time to think about what I want to do. (Anything college could have done?) No. (022)

I got tired of LaGuardia Community College and going to that location. I just wasn't sure of where I should go. (027)

What I was taking didn't captivate me, I wasn't interested. I didn't know what I wanted to do. Someone just suggested it, the course I was taking. (Who?) Don't remember, oh, a high school counselor. The classes required a lot of study time at

Poor Motivation (continued)

home and I was working. I didn't like walking through the halls and every few feet there was a different crowd hanging out. I just went to school for eleven years. I felt I was pushed into college. I didn't like to go home and study three hours for each class. Every night you had to read another chapter and answer 30 questions. It was too much work. (Anything college could have done?) No, I was looking for the easy way. (035)

I felt lazy. I didn't feel ready to go to school, I didn't want to study. I wasn't really ready to study. Like I said, I didn't want to be in school, my mind wasn't on it. I go to a secretarial school now. It doesn't requre college education. It's something I like to do. I'll be a secretary and I don't need college for that. (Anything college could have done.) No, I just didn't want to go to college. There's nothing they can do if someone doesn't want to be there. (040; attends Crown Business Institute)

Basically I was bored with it. I wanted more time for myself. Basically I was taking data processing. There are so many boring academics along with it it would have taken three years instead of two. (Anything college could have done?) Oh no, not at all. (224; enrolled at Commercial Programming Unlimited)

Career Reasons (Did not need college for career goals)

A friend told me about the advantages of Berkeley school because after eight straight months you can get a job. My reason was because I was very interested in Berkeley and its advantages to students. I spoke with a president of the school and he explained how at Berkeley we were at an advantage because they would find us a job after school. I like Berkeley a lot. (215)

I wanted to go to a business school to get a job quick. Two years are too long. (553; enrolled at Marketing Training Institute)

I took a job at the Police Administration Aid, as a secretary and clerical aid and I had to leave school. I got this job at Police Administration Aid while I was at LaGuardia and I decided to take it; I couldn't continue because of my job. (Anything college could have done?) Nothing. (204)

Academic Deficiencies

I wasn't doing too well as far as grades, I didn't want to waste my parents' money. If I wasn't going to do well in terms of learning, why bother with the whole thing? I didn't want to waste money. (Anything college could have done?) I doubt it. (004; respondent attended only one quarter and had a GPA of 0.66 and an efficiency ratio of 0.46)

Academic reasons. They were going to put me on suspension because of my grades, so I left. (556; after fourth quarter GPA was 0.97 and efficiency ratio 0.50)

Other Reasons

I went down South with my father. I'm a minister, I did missionary work with my father who is also a minister. (312)

Well, you see, I was on a visitors visa from Guyana and in order to be able to keep coming back to the USA I had to leave at a return time, go back to my own country, and then reapply to come back. If I hadn't I would have never been let back in again if I hadn't left on that certain date. Of course, it would have been illegal for me to just stay. (145; respondent left after first quarter, returned to the U.S., but did not reenroll at LaGuardia)

I already have a college degree. I only needed to take a cost accounting course. (148)

I never meant to continue at LaGuardia. I just took classes (sign language) I couldn't get at Queens College. (116)

I was working and when I called them to register it was closed. I was too late. (466; respondent did not register for next quarter)

I got married and moved to California. I come back only for vacation to New York. I'm here now on vacation for a while. (468)

I forgot to fill out my paper on time for TAP and BEOG. So I didn't get the money to go. (Anything college could have done?) No. The man said I have to have the money or wait until January. (431; did not reenroll in January)

I did not feel comfortable speaking in English. I was enrolled in Lehman College in bilingual classes which LaGuardia did not offer. (Anything college could have done?) I would have liked to have found a bilingual program at LaGuardia. They should have bilingual programs and Hispanic professors. (096; interview conducted in Spanish)

I was mugged in the train station. I'm 50 years old, so I stopped. I was afraid. (Anything college could have done?) Security at the train station. (099)

2. Where They Are Now

FINDING: Twenty-three percent of the interviewed LaGuardia dropouts enrolled in other educational programs, including non-college programs (proprietary vocational schools), other two-year schools, and four-year colleges.

DISCUSSION

Twenty-three percent of the students who left LaGuardia were enrolled in educational programs at the time of the interview (Table 4). It is especially interesting to note the large differences in current enrollment according to the reason the student left LaGuardia. Sixty-two percent of the respondents who dropped out of LaGuardia as a result of dissatisfaction with some aspect of the college itself were attending some other school, a much larger percentage than for any other category; note especially the very small number (only 2%) of those who terminated their studies at LaGuardia a result of greater interest in or pressures from a job who matriculated at another institution. In part, these findings validate the explanations former students gave us in that it is plausible to expect those who left LaGuardia as a result of dissatisfaction with the school to find another institution more to their liking.

As shown in Table 5, ex-LaGuardia students pursuing educational programs elsewhere have both traded down to non-college programs (35% , mostly proprietary business and vocational schools such as Crown Business Institute, CPU, Stenotype Academy, etc.) and up to four-year colleges (a total of 44%). Among the latter, CUNY institutions are more popular than private ones, understandable in view of the differences in cost; Queens, Hunter and Baruch Colleges are most frequently attended by these students (mentioned by 10, 5, and 5 students respectively), while only one private four-year college, Pace University, attracts more than two former LaGuardia students. About one in five LaGuardia dropouts has transferred to another two-year institution; Manhattan Community College and Queensboro Community College come up most often (7 and 3 students respectively).

Q.1 (A)

Table 4

Dropouts' Enrollment in Educational Programs at the Time of the Interview

Is respondent currently (ie., at the time of the interview) enrolled in an educational program?	Total Drop-Outs	Quarter Quit			
		First	Second	Third	Fourth
	%	%	%	%	%
Yes	23	21	15	30	26
No	77	79	85	70	74
(BASE)	(420)	(140)	(99)	(108)	(73)

Enrolled in educational program?	Reason Quit*				
	Personal Problems	Moti-vation	Work	Finan-cial	LaGuardia Related
	%	%	%	%	%
Yes	5	21	2	9	62
No	95	79	98	91	38
(BASE)	(91)	(39)	(54)	(76)	(72)

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*These categories are based on the summary code for the reason the student left LaGuardia as discussed in Section 1. They are defined as follows:

Personal problems = family problems, pregnancy or marriage, health problems, and other personal problems
Motivation = poor motivation
Work = work more important to the student than school
Financial = all financial reasons

LaGuardia related = college did not have program student wanted, too easy, other reasons relating to the school

Q.2 (A)

Table 5

Type of Educational Program Former LaGuardia Students Are Enrolled in

	Dropouts Enrolled in Another Educational Program %
Non-college program (business and vocational schools, manpower training programs)	35
CUNY or SUNY two-year colleges	21
CUNY four-year colleges	26
Other four-year colleges	18
(BASE)	(96)

3. Demographic and Educational Characteristics of Respondents

FINDING: Compared to college students generally, LaGuardia students are older, have relatively weak academic backgrounds, are more likely to be women, etc.

LaGuardia dropouts and continuing students do not differ either on demographic variables or on measures of past educational performance or ability.

DISCUSSION

Table 6 presents selected demographic characteristics of the sample. Certain results are as expected: the large number of minority students, the fact that most have parents who have not attended college, the disproportionate number of women in the sample. While a slight majority are 21 or less, both samples appear older than typical college freshmen; 27% are over 25. As would be expected of older students, the incidence of marriage, head of household status, and having children is higher than among most freshmen.

Turning to educational data about those interviewed (Table 7), the average high school grade point average is in the low seventies. Although the bulk of these respondents have regular high school diplomas, the incidence of GED is, we suspect, higher than usual. Only about half of these students have obtained their high school diplomas the same year they entered LaGuardia, another fact that distinguishes them from the typical college freshman. About three-quarters claim LaGuardia to have been their first choice college. Although students from the first allocation represent a larger proportion of the samples than any other single allocation, they are a minority, as substantial numbers of students from each of the six succeeding allocations are included in the data.

Most LaGuardia students require remedial instruction in writing and math, and remedial reading is either required or recommended for a majority of respondents. Most students are or were enrolled as day students, and virtually all LaGuardia majors are represented in the study.

The important conclusions to be drawn from Table 6 and 7 are not simply the characteristics of LaGuardia students since that information is already known to the school's faculty and administration, but that dropouts and continuing students do not differ appreciably on virtually any of these educational or demographic measures. Especially surprising is that, in terms of scholastic ability and past performance as measured by high school average and FSAP scores, dropouts and continuing students have virtually identical profiles. The only difference of any magnitude in either table is that dropouts have lower GPAs and efficiency ratios at LaGuardia than continuing students. The implication, however, is that dropouts are equally capable of doing the work, but that other problems interfere with their studies.

The detailed computer tables do show, however, that students who leave school as a result of insufficient motivation tend to be younger, are more likely to be single, and are less likely to be head of their households than those who are classified as dropping out for other-motives. Thus it appears that as students get older it is more likely that they have some degree of commitment to their studies, but that other problems (such as the necessity to provide for others, pressures from work, etc.) become more important in the decision to withdraw.

Table 6

Demographics of Samples

Q.48/36

Is respondent the head of his or her household ?	Dropouts %	Continuing Students %
Yes	33	25
No	66	74
Not sure	*	1
(BASE)	(426)	(174)

Q.50/38

Age	Dropouts %	Continuing Students %
16 to 18	9	12
19 to 21	45	46
22 to 25	19	14
26 to 30	8	9
31 to 40	15	10
41 to 50	3	6
51 or over	1	2
(BASE)	(426)	(174)

Q.51/38

Marital status when enrolled at LaGuardia	Dropouts %	Continuing Students %
Never married	77	78
Married	16	15
Separated or divorced	6	6
(BASE)	(425)	(175)

Q.54/42

Racial or ethnic background	Dropouts %	Continuing Students %
Black	37	35
White	26	21
Hispanic other than Puerto Rican	17	14
Puerto Rican	12	16
Chinese	3	5
Oriental other than Chinese	2	2
Greek	1	2
Other	2	2
Refused	1	3
(BASE)	(423)	(175)

- continued -

Table 6

Demographics of Samples
(continued)

Q.55/43

Did parents go to college?	Dropouts	Continuing Students
	%	%
Both went	8	8
One went	21	11
Neither went	71	79
Not sure, refused	1	2
(BASE)	(422)	(175)

Q.56/44

Does respondent have any children?	Dropouts	Continuing Students
Yes	28	25
No	72	75
(BASE)	(422)	(175)

Respondent's sex	Dropouts	Continuing Students
Male	33	42
Female	67	58
(BASE)	(426)	(175)

Table 7

Educational Characteristics of Respondents

	Dropouts %	Continuing Students %
High school average		
Less than 70	19	13
70 to 74	45	47
75 to 79	20	20
80 to 84	11	11
85 or higher	5	8
Mean	73.1	73.8
(BASE)	(283)	(132)
Type high school diploma		
Regular diploma	90	88
High school equivalency degree	10	12
(BASE)	(396)	(162)
Date of high school graduation or equivalency degree		
1981	50	57
1980	12	10
1979	7	4
1978	8	5
1977	3	2
1976	4	0
1975 or earlier	17	19
(BASE)	(404)	(167)

Q.53/41

	Dropouts %	Continuing Students %
Student's preference regarding LaGuardia		
LaGuardia was first choice	77	76
LaGuardia was second choice	13	14
LaGuardia was third choice	8	6
Not sure	2	3
(BASE)	(424)	(174)

- continued -

Table 7

Educational Characteristics of Respondents
(continued)

	Dropouts %	Continuing Students %
Student allocation		
First	31	44
Second	8	8
Third	10	10
Fourth	17	12
Fifth	11	10
Sixth	12	6
Seventh	10	11
(BASE)	(344)	(160)
Freshman skills assessment codes		
Reading		
1 (CSE 096 required)	6	4
2 (CSE 097 required)	8	11
3 (CSE 098 required)	15	16
4 (CSE 099 required)	18	16
5 (Passed, but CSE 103 recommended)	32	41
6 (No reading requirement)	22	12
(BASE)	(393)	(159)
Writing		
26 to 29 (ESL courses required)	13	16
17 to 19 (Remedial courses required)	52	54
11 (No remedial requirement; placed in ENG 101)	35	30
(BASE)	(391)	(161)
Math		
1 (Remedial MAT 098 required)	25	20
2 (Remedial MAT 099 required)	53	57
3 (No remedial math required)	22	23
(BASE)	(389)	(162)
Grade Point Average at LaGuardia		
0.00	19	0
0.01 to 0.99	25	2
1.00 to 1.99	19	21
2.00 to 2.99	19	42
3.00 and over	18	35
Mean	1.54	2.62
(BASE)	(419)	(175)

- continued -

4. Attitudes Toward LaGuardia Community College

FINDING: Most students, both dropouts and continuing students, have favorable attitudes toward LaGuardia. The school is appreciated for its academic programs and resources, and for what it teaches students. Areas receiving the most criticism are the physical facilities, "bureaucracy and red tape," and large classes.

DISCUSSION:

In response to an open-ended question concerning what they like about LaGuardia, most respondents refer to various academic programs and resources (Table 8). Especially prominent in this category in the eyes of students are teachers, the co-op program, and the school's courses and programs generally. Non-academic characteristics mentioned relatively often include the general campus atmosphere and friendly students and the location. Other kinds of responses are shown in the table. For the most part, the answers of former students closely parallel those of continuing students, with one exception: the internship program. The latter is volunteered by 35% of the continuing students as compared to only 12% of those who left -- a finding presumably explained by the greater familiarity of the former than the latter.

What continuing students dislike about LaGuardia is shown on Table 9. (This question was not asked of dropouts). Most often mentioned are various aspects of the college's facilities, such as the small campus, the cafeteria, bookstore, etc. Especially important is the small number who mention any aspect of LaGuardia's educational program (12% of the total); co-op is only volunteered by an insignificant 1%. The school's quarter system receives a surprisingly large 9%, though it should be

Table 7

Educational Characteristics of Respondents
(continued)

	Dropouts %	Continuing Students %
Efficiency ratio at LaGuardia		
.00	19	0
.01 to .24	9	0
.25 to .49	19	1
.50 to .74	17	18
.75 to .99	11	36
1.00	25	46
Mean	.53	.88
(BASE)	(417)	(175)
Major		
Accounting	11	9
Animal health technology	1	2
Business administration	9	10
Business management	7	4
Career exploration	1	1
Data processing	23	31
Dietetic technician	2	2
Education associate	*	0
Education associate - bilingual	2	1
Human services	7	5
Liberal arts	15	9
Mortuary science	1	1
Occupational therapy	1	6
Sciences	3	7
Secretarial science	10	11
Other	3	0
Not sure	3	2
(BASE)	(425)	(174)
Enrolled as:		
Day student	74	76
Evening student	26	24
(BASE)	(402)	(168)

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*Indicates greater than 0 but less than ½ of 1%.

remembered that very few dropouts used this characteristic of LaGuardia as an explanation for their leaving. About one in twenty students criticized the faculty (a far smaller number than lauded it in the previous table), and there is some discontent over bureaucratic policies, especially registration. Twenty-eight percent do not list anything about the school they dislike, though this is a typical finding for this type of question.

Table 10 displays the results of a more systematic effort to elicit student's attitudes toward LaGuardia. Large majorities of respondents, both dropouts and continuing students alike, give the favorable response on each of the twelve items. Thus these individuals think that the college is a good place to prepare for a good job, that it teaches useful things, that it's not too difficult academically, etc. The single item receiving the largest amount of negative response is "there is too much bureaucracy and red tape," endorsed by 30% of each sample. Relatively large numbers also complain about large classes, and each of the other items also elicits a modest number of critical responses. Dropouts, in most cases, give less favorable answers than continuing students, though the surprising finding is that the differences are so small --- always less than 10 percentage points.

Q. 5(A), 8(B)

Table 8

Things Respondents Like About LaGuardia

	Drop-Outs %	Continuing Students %
Academic responses (Net)	70	84
Teachers (courses well taught, good or helpful teachers, etc.)	44	39
Co-op program, internship program	12	35
Courses, good classes, good programs generally	10	17
Data processing courses, programs or facilities	4	5
Study labs, writing center, study skills classes	3	1
Small classes	3	3
Quarter system	3	6
Basic skills courses, remedial courses	2	0
Easier courses or programs	1	0
Variety of courses or programs	1	2
Other academic responses	7	3
Atmosphere, friendly students	19	15
Location (convenient, close to home, etc.)	13	14
Convenient (hours, course scheduling, night courses, etc.)	4	5
Extra-curricular activities (clubs, athletic programs, etc.)	4	5
Facilities (Net)	3	2
Library	1	1
Other facilities	2	1
Bureaucratic answers (eg., registration easy)	2	0
Freedom, let students be on own	2	0
Bilingual programs	*	0
Other answers	3	3
Everything	1	2
Non-specific responses (favorable comments)	2	0
Nothing	6	2
Not sure	6	2
(BASE)	(426)	(175)

Q. 6 (B)

Table 9

Things Students Dislike About LaGuardia

	Continuing Students %
Facilities (Net)	20
Physical plant (eg., classrooms too small, no windows, overcrowded, campus too small)	10
Cafeteria (eg., not clean, too small)	7
Bookstore	3
No child care	1
Other facilities	2
Program and substance (Net)	12
Courses not available, closed, can't schedule them, not enough variety	3
Basic skills (too many courses, etc.)	3
Too easy	1
Co-op (eg., delays graduation)	1
Other program and substance	3
Bureaucratic (Net)	8
Registration too difficult	6
Financial aid office (too long to get money, other comments)	1
Other bureacratic answers	2
Quarter system	9
Insufficient extracurricular programs, no athletic programs	5
Teachers (eg., bad, waste time in class, not involved with students)	5
Scheduling (eg., hours too late, evening courses too early for those who work)	3
Students (apathetic, not friendly, etc.)	2
Counseling or tutoring (eg., not enough, too difficult to arrange)	3
Location inconvenient	2
Bad neighborhood	2
Traffic near school	2
Other answers	5
Nothing	28
Not sure	5
(BASE)	(174)

Q. 41(A), 31(B)

Table 10

Respondents' Characterizations of LaGuardia

	Drop-Outs	Continuing Students	Quarter Quit			
			First	Second	Third	Fourth
	%	%	%	%	%	%
It's a good place to prepare for a good job	78	87	78	76	81	79
It doesn't really teach you anything useful	7	1	13	4	5	4
It's too difficult academically	5	7	3	7	7	3
No one at LaGuardia cares about you as an individual	14	9	21	10	11	12
It's too easy academically	16	7	21	14	12	12
Counselors aren't very helpful	14	9	22	12	9	11
It's not clear what is required to graduate	21	14	27	24	16	11
It's hard to see teachers outside of class	22	15	24	22	18	21
The college is too job-oriented and not academic enough	17	17	23	14	12	19
It isn't set up to make the student feel like part of the campus	23	18	29	23	20	14
Classes are too large	21	26	19	19	21	23
There is too much bureaucracy and red tape	30	30	34	32	20	32
(BASE)	(423)	(175)	(140)	(98)	(109)	(76)

Cell entries are the percent of respondents who think each statement is "an accurate description of LaGuardia."

Items are arranged from those with most favorable answers (top) to those with the most negative response (bottom).

5. Academic Plans and Expectations When First Enrolling at LaGuardia

FINDING: Most students planned on staying at LaGuardia until receiving their degrees, though plans were about equally split as to whether the next step in their careers would be further education or employment. Stated intention to leave before graduating from LaGuardia is a moderately weak predictor of actual behavior in this regard.

Slightly fewer than half of dropouts and continuing students report that LaGuardia differed from their expectations before arriving on campus.

DISCUSSION

The large majority of students plan on remaining at LaGuardia every quarter until they graduate (80% and 85% for dropouts and continuing students, respectively), and few think it likely that they will transfer to another school before graduating (Table 11, Q.'s 1(F) and 17(E); both of these questions were asked on the expectation questionnaire completed during the first few weeks of classes in October, 1981). Similar results are obtained from a retrospective question asked as part of the telephone survey. It is interesting to observe that students are about equally divided as to whether they plan to go to work or obtain further schooling from a four-year college after graduating from LaGuardia.

There are a few moderate but important differences between the two samples on the second and third questions on Table 11. Continuing students tend less to say it is likely they will transfer to another college before graduating (note the 15 percentage point difference in the "not at all likely" category of Q. 17), and they are more likely to say that they will either transfer or leave school before earning their associate's degree (a twelve point total difference on Q. 6/4). Thus the student's verbal response is to some extent an indicator of his or her actual behavior.

As could be predicted, many students felt that LaGuardia was different from what they expected before arriving on campus (Table 12; 44% and 38% of dropouts and continuing students respectively). The only modest difference in how the two samples responded to this question, though, suggests that it was not a discrepancy between expectations and reality that led students to terminate their studies.

The substance of these differences from prior expectations encompasses a lot of territory (Table 12), and many critical comments about specific characteristics are balanced (or nearly balanced) by students holding the opposite point of view. Thus teachers and staff are criticized by 14% and 12% of dropouts and continuing students respectively, but similar numbers (8% and 14%) indicate they were pleasantly surprised by this feature of the school. A somewhat greater number of dropouts say that LaGuardia was easier than expected than make the opposite claim (consistent with the earlier finding that some students left because they felt the school was too easy), though among continuing students the two proportions are identical. Other relatively frequent responses are that more basic skills courses than expected were necessary, that the school was smaller than expected, and that the atmosphere was closer to that of a high school than anticipated.

Table 11

Educational Plans Vis-à-Vis LaGuardia

Q.1 (E)

Students' Plans at Beginning of First Quarter	Drop-Outs %	Continuing Students %
Attend LaGuardia every quarter	80	85
It may be necessary to take a break for one or more quarters	20	15
(BASE)	(384)	(153)

Q.17 (E)

How Likely is it That Student Will Transfer to Another College Before Graduating from LaGuardia?	Drop-Outs %	Continuing Students %
Extremely likely	11	5
Very likely	11	6
Somewhat likely	23	19
Not at all likely	55	70
(BASE)	(235)	(153)

- continued -

Table 11

Educational Plans Vis-a-Vis LaGuardia
(continued)

Q.6 (A), 4 (B)

Plans When First Enrolled at LaGuardia	Drop-Outs	Continuing Students	Quarter Quit First	Quarter Quit Second	Quarter Quit Third	Quarter Quit Fourth
	%	%	%	%	%	%
Stay at LaGuardia until you get a two-year degree and then go to work	40	42	35	47	44	32
Transfer to another college before getting a two-year degree	11	6	16	5	13	9
Take courses but leave school before getting a two-year degree	7	0	14	5	3	4
Get a two-year degree from LaGuardia and then transfer to a four-year college	39	46	33	38	38	52
Not sure	3	6	3	4	3	3
(BASE)	(419)	(175)	(138)	(97)	(109)	(75)

Q.4a (B)

Students' Plans at the Time of the Interview (Asked Only of Continuing Students)	Continuing Students
	%
Stay at LaGuardia until you get a two-year degree and then go to work	39
Transfer to another college before getting a two-year degree	5
Take courses but leave school before getting a two-year degree	1
Get a two-year degree from LaGuardia and then transfer to a four-year college	49
Not sure	7
(BASE)	(174)

Table 12

Student's Comparison of Experiences at LaGuardia to Prior Expectations

Q.44 (A), 34 (B)

How LaGuardia Compared to Expectations	Dropouts %	Continuing Students %
Different from what he or she expected	44	38
Pretty much what he or she expected	52	53
Not sure	5	10
(BASE)	(425)	(175)

- continued -

Table 12

Student's Comparison of Experiences at LaGuardia to Prior Expectations (continued)

Q.45 (A), 35 (B)

How LaGuardia Differed from What Student Expected	Dropouts %	Continuing Students %
Unfavorable comments about personnel (eg. teachers were inexperienced or incompetent, thought they would be more helpful, thought faculty or staff would be friendlier)	14	12
Easier than expected, not hard enough	12	5
Favorable comments about personnel (eg. teachers are more helpful than expected, better than expected, they cared, faculty or staff friendlier than expected)	8	14
Expected more academic courses, fewer basic skills courses	10	7
Smaller than expected	10	9
Expected it to be more like college, less like high school	10	9
Thought it would be stricter, that students would have less freedom	7	11
Favorable comments about campus atmosphere (eg. calmer than expected, more activities than expected)	3	9
Harder than expected	5	5
Unfavorable comments about campus atmosphere (eg. there are less activities than expected, expected better campus, there is no school spirit)	5	0
Expectations about co-op, work internship	3	5
Expected students would be more mature, serious	3	0
Thought it would be less job oriented, more academic	2	4
Thought it would be more like high school	3	0
Thought it would be less strict, expected to be treated like adult	1	2
Thought it would be more job oriented	1	0
Other answers	23	23
Not sure	1	2
(BASE)	(184)	(56)

6. Work and Finances

FINDING: Financial aid from LaGuardia, assistance from parents and income from a full-time job are the most common ways students at the school cover their college expenses.

Students who leave school are less likely to have financial aid or parental assistance and more likely to work full-time to support themselves. Among dropouts, the more financial assistance they receive from either the school or the parents, and the less they must rely on a full-time job, the longer they remain in school.

DISCUSSION

Results of a question from the fall expectation questionnaire asking students how they planned to finance their college education are presented in Table 13. Clearly, financial aid from LaGuardia is the single most anticipated source of funds; 42% of the dropouts and 35% of the continuing students expected it to be their most important way of meeting their college expenses. Parents and full-time jobs also score relatively high on this question.

Looking at between-subgroup differences, we see that continuing students plan to rely more on their parents and less on full-time employment than their peers who left LaGuardia. There are also differences according to when dropouts left school; those who withdraw after the third or fourth quarter place more importance on financial aid and money from parents and less emphasis on full-time jobs than students who quit after only one or two quarters at LaGuardia.

The actual experiences of those interviewed in this research in terms of how they financed their studies are recorded in Table 14 and 15. Consistent with students' expectations is that financial aid and assistance from their parents are at the top of the importance scale. More revealing, however, are the differences between subsamples. Students who left LaGuardia were less likely to make use of financial aid and more likely to rely on a full-time job. The results for students leaving at different quarters indicate that the more use a student makes of financial aid and parental assistance, the longer they remain in school. Conversely, the greater the necessity of relying on a full-time job for support, the earlier the student is likely to quit.

Tables 16 and 17, which display data on financial aid and employment, for the most part confirm the above results. Thus continuing students report receiving larger aid packages, and the same general condition is true for dropouts who make it to their third or fourth quarters rather than leave during the first or second.

With regard to actual work experience (Table 17), there are no differences between dropouts and persisters in terms of whether or not one held a job. Rather, the important distinction appears to be whether the student works full- or only part-time Thus 33% of the dropouts work 31 or more hours a week, as compared to only 17% of those still in school. Indeed, a slightly higher percentage of continuing students work part-time hours (i.e., 20 hours a week or less) than do dropouts.

Table 18 shows that about a third of either sample anticipated a lot of difficulty in paying for college. The question is not of much use in that is does not discriminate between those who do and do not leave school.

Table 13

Expected Relative Importance of Sources of Funds for College

Type of Funds	Drop-Outs	Continuing Students	Quarter Quit First	Second	Third	Fourth
	%	%	%	%	%	%
Financial aid from LaGuardia						
First	42	35	36	41	47	47
Second	16	28	14	16	17	17
Third	8	6	5	6	10	14
Parents						
First	14	23	13	12	14	20
Second	7	14	6	4	10	10
Third	8	12	5	6	11	14
A full-time job other than a co-op work internship						
First	16	14	20	22	8	13
Second	10	3	16	8	4	6
Third	3	1	2	5	2	1
A part-time job other than a co-op work internship						
First	8	5	7	12	7	6
Second	15	16	12	16	20	16
Third	7	16	6	2	9	14
His or her own previous earnings and savings						
First	6	3	6	5	7	6
Second	10	7	10	14	7	10
Third	11	14	9	14	12	10
Other governmental aid						
First	5	8	6	3	10	1
Second	5	6	3	6	4	7
Third	3	3	3	1	6	3
Wife, husband or friends						
First	5	1	5	4	4	4
Second	3	5	3	1	4	4
Third	2	3	4	1	0	3

- continued -

Table 13

Expected Relative Importance of Sources of Funds for College
(continued)

Type of Funds	Drop-Outs	Continuing Students	Quarter Quit First	Quarter Quit Second	Quarter Quit Third	Quarter Quit Fourth
	%	%	%	%	%	%
Other						
First	2	5	6	0	1	0
Second	2	4	1	0	2	3
Third	2	3	3	1	1	1
Cooperative education work internship (co-op job)						
First	2	5	1	1	2	1
Second	7	8	6	5	8	10
Third	9	14	10	6	11	9
(BASE)	(390)	(154)	(135)	(95)	(90)	(70)

Responses are for the first, second and third most important source of funds.

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Table 14

Use of Different Sources of Funds to Pay for College

Type of Funds	Drop-Outs	Continuing Students	Quarter Quit First	Quarter Quit Second	Quarter Quit Third	Quarter Quit Fourth
	%	%	%	%	%	%
Financial aid from LaGuardia, such as TAP, BEOG, NDSL, NYSHEAC, college work-study	63	76	47	56	76	79
Money from your parents	29	31	21	28	34	39
Your own previous earnings and savings	31	23	31	23	33	38
Money from a full-time job other than a co-op work internship	31	13	35	40	24	23
Money from a part-time job other than a co-op work internship	22	26	20	19	28	21
Other governmental aid (such as social security, veterans benefits, social service assistance, etc.)	7	8	5	6	11	5
Money from your wife, husband or friend	9	7	10	11	10	4
Any other source	5	9	5	3	6	8
Money from a cooperative education work internship or co-op job	1	3	1	3	1	0
(BASE)	(420)	(175)	(135)	(99)	(109)	(77)

Cell entries record the percent of each group reporting using the source of funds to pay for college.

Table 15

Actual Relative Importance of Funds for College

Type of Funds	Drop-Outs	Continuing Students	Quarter Quit First	Quarter Quit Second	Quarter Quit Third	Quarter Quit Fourth
	%	%	%	%	%	%
Financial aid from LaGuardia						
First	45	63	37	36	55	57
Second	13	10	7	16	17	16
Third	3	3	2	3	2	4
Money from your parents						
First	13	12	10	14	12	15
Second	9	11	4	6	11	17
Third	3	1	4	3	3	3
Your own previous earnings and savings						
First	6	3	8	4	5	6
Second	15	12	19	15	11	12
Third	8	6	4	3	11	16
Money from a full-time job other than co-op						
First	20	7	25	26	15	12
Second	9	3	6	11	9	9
Third	2	2	1	3	2	0
Money from a part-time job other than co-op						
First	6	5	7	7	5	3
Second	10	14	10	8	11	10
Third	4	5	1	2	8	4
Other governmental aid						
First	3	3	3	2	6	1
Second	3	4	2	2	6	3
Third	1	0	0	1	1	1
Money from your wife, husband or friend						
First	5	1	5	8	3	1
Second	6	9	6	3	11	3
Third	1	2	1	2	0	1

- continued -

Table 15

Actual Relative Importance of Sources of Funds for College
(continued)

Type of Funds	Drop-Outs	Continuing Students	Quarter Quit: First	Second	Third	Fourth
	%	%	%	%	%	%
Any other source						
First	2	6	4	1	1	1
Second	1	3	1	2	1	3
Third	1	1	0	1	3	3
Money from a co-op job						
First	*	0	0	1	0	0
Second	1	3	1	1	1	0
Third	*	1	1	1	0	0
(BASE)	(418)	(175)	(135)	(97)	(109)	(77)

Responses are for the first, second and third most important sources of funds.

*Indicates greater than 0 but less than ½ of 1%.

Table 16

Amount of Financial Aid Students Received at LaGuardia

Amount of Aid Received	Drop-Outs	Continuing Students	Quarter Quit First %	Quarter Quit Second %	Quarter Quit Third %	Quarter Quit Fourth %
Enough to pay for all college expenses, including tuition, books, transportation, living expenses, etc.	20	24	20	16	17	29
Enough to pay for most but not all of your expenses	18	27	15	9	21	29
Enough to pay for about half of your expenses	12	14	6	17	15	9
Enough to pay for one-third of your expenses	8	5	6	8	15	3
Enough to pay for only a small part of your expenses	8	7	3	11	9	13
None	33	22	46	38	23	17
Not sure, refused	2	1	4	0	1	1
(BASE)	(424)	(175)	(140)	(98)	(109)	(77)
Amount of Aid Expected From LaGuardia Before Registering for Classes						
Enough to pay for all of his or her college expenses, including tuition, books, transportation, living expenses, etc.	31	29	28	29	33	38
Enough to pay for most but not all of his or her expenses	26	43	24	24	33	25
Enough to pay for about half of his or her expenses	11	7	8	13	14	10
Enough to pay for about one-third of his or her expenses	4	2	1	2	6	10
Enough to pay for only a small part of his or her expenses	2	3	2	3	1	3
None	25	16	37	29	14	14
(BASE)	(387)	(150)	(131)	(97)	(88)	(71)

Table 17

Extent to Which Respondents Held a Job While at LaGuardia

Q.13 (E)

Respondent's plans to work during first quarter at LaGuardia	Drop-Outs	Continuing Students	Quarter Quit First	Quarter Quit Second	Quarter Quit Third	Quarter Quit Fourth
	%	%	%	%	%	%
None (no job)	40	55	30	35	51	49
Up to 10 hours per week	4	4	1	4	4	6
11 to 20 hours per week	15	19	16	12	12	20
21 to 30 hours per week	10	7	11	14	10	4
31 or more hours per week	25	12	34	30	14	16
Will work, but doesn't know number of hours	6	3	8	4	8	4
(BASE)	(392)	(152)	(137)	(96)	(90)	(69)

Q.23 (A), 13 (B)

Number of hours per week worked at a job while at LaGuardia	Drop-Outs	Continuing Students	Quarter Quit First	Quarter Quit Second	Quarter Quit Third	Quarter Quit Fourth
None (no job)	35	39	30	30	44	39
Up to 10 hours per week	3	9	3	3	3	4
11 to 20 hours per week	15	24	15	17	13	17
21 to 30 hours per week	11	11	9	10	14	10
31 or more hours per week	33	17	38	37	24	30
Worked, but number of hours per week is not clear	2	1	4	2	3	0
(BASE)	(423)	(174)	(138)	(99)	(109)	(77)

Q.8 (E)

Table 18

Expected Difficulty in Meeting the Cost of Going to College

How difficult does the respondent think it will be for him or her and/or his or her family to meet the cost of going to college?	Dropouts %	Continuing Students %
Extremely difficult	16	14
Very difficult	16	17
Somewhat difficult	47	54
Not at all difficult	20	16
(BASE)	(394)	(154)

7. The Co-op Program

FINDING: Students' preferences for a college curriculum that gives them job skills are consistent with their judgment that the most important reason to take co-op is for the opportunity to learn while on the job.

There is very little evidence of unfavorable attitudes toward co-op among either dropouts or persisters.

DISCUSSION

Background for discussion of students' attitudes toward the work internship program is provided by their preferences for the kind of academic program they will receive. Consistent with the oft-noted (and sometimes lamented) tendency for this generation of college students to view higher education as vocational training is that both former and continuing LaGuardia students express a preference for courses that "prepare students for a specific career or job" (Table 19).

Fewer than one in ten endorse learning for its own sake. The important distinction is whether or not the student sees coursework at LaGuardia as leading directly to the world of work or to a four-year school --- about half prefer the latter focus (45% and 58% of dropouts and persisters respectively), as compared to 37% and 31% who select the option not implying additional education. We also note that dropouts are, by a 13 point difference, less likely to prefer courses that teach job skills and prepare for transfer to four-year school. Another significant finding in this table is that students who left because of dissatisfaction with LaGuardia are more likely to endorse courses that only prepare the student for later transfer.

According to students, the most important reason for involvement in co-op is the opportunity to develop job skills through on-the-job experience, named number one by just under half of each sample (Table 20). The opportunity to try out a field to see if one likes it is in second place, and comparatively few students see a work internship job as a means of paying for college. One of the most relevant findings of Table 20 is that there is a small but consistent tendency for dropouts to fall in the not sure/no answer category, suggesting that students who persist at LaGuardia tend to be better informed about its programs.

Expectations about when students have their first work internship may be unrealistic, as one third of the dropouts and 45% of those who leave hope to take their first co-op job during their first year. However, that these gaps between expectations and reality do not lead to attrition is suggested by the finding that persisters' expectations are more off-base in this regard than those of dropouts. The data also show that a higher proportion of dropouts deny interest in a co-op job (25%, versus 11% persisters).

Both the preparatory course for co-op and the job itself are rare among terminating students, an obvious finding in view of the way they have been sampled. Since continuing students have been on campus longer on the average than dropouts (again, a consequence of the sample definition), higher percentages have taken the preparatory course and had a co-op job. But even among the latter group, actual experience with work internship is limited to one fifth of this sample (14% among persisters interviewed at the end of their third quarter and 25% for fourth quarter continuers). Among the relatively small number of students who have had a co-op job, paid and unpaid positions are of roughly equal incidence.

The data presented in Table 23 show attitudes toward co-op. In a nutshell, there are very few negative feelings about the program. More typical is uncertainty, understandable in view of the small percentage who have entered the program at the time of the interview. To the extent that there are criticisms of the program, they mostly involve the perception that participation lengthens the amount of time needed to get a degree (17% and 19% of dropouts and persisters respectively).

The three statements in Table 23 with asterisks were the basis for a further series of questions in that all students agreeing with them were asked to explain their answers in their own words and to suggest improvements. As a result of the very small number of students in agreement with one or more of these statements, these responses can only be treated anecdotally. Those agreeing that co-op preparation doesn't get students ready for the actual experience mentioned that the course did not provide enough information about what the student would encounter in the world of work, that students should be prepared more for job interviews and how to act and dress on the job, that the course contained mostly talk, that actual skills are not taught and that the focus is too academic (i.e., research papers overemphasized), that students with and without work experience were placed in the same class, and that there are not many or good jobs available through the program, etc.

Respondents who were critical of the co-op seminar mentioned that too much time was spent having interns describe their work experience ("it was nothing but a rap session"), that nothing was actually taught in the seminar that wasn't common sense, etc. Answers suggest that some respondents confused the seminar with the preparatory course.

Criticisms of the co-op staff included lack of interest in students and their needs, that they are unavailable for students, that they did not have good jobs for co-op participants, and so forth.

The reader should remember, however, that these comments reflect the opinions of only a small number of students and that few specific criticisms or suggestions were made by more than one or two individuals.

Q. 2(E)

Table 19

Type Courses Preferred

	Drop-Outs	Continuing Students	Reason Quit: Personal Problems	Reason Quit: Poor Motivation	Reason Quit: Higher Priority of Job	Reason Quit: Financial Reasons	Reason Quit: Reasons Relating to LaGuardia
	%	%	%	%	%	%	%
Courses that prepare student for a specific career or job	37	31	43	34	34	36	29
Courses that prepare student for transfer to a four-year college	10	8	6	11	9	7	25
Courses that primarily increase student's knowledge, having little or no emphasis on specific job skills	8	3	7	7	7	7	2
Courses that prepare student for both a specific job or career and for transfer to a four-year college	45	58	45	48	50	49	44
(BASE)	(395)	(154)	(103)	(44)	(58)	(85)	(80)

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Table 20

Reasons Work Internship Is Important to Students

	Dropouts %	Continuing Students %
Student can develop job skills by actually working on a job		
Most important reason	43	45
Second most important reason	20	35
Third most important reason	10	6
Not sure, no answer	27	13
Student can try out a career field and see if he or she likes it		
Most important reason	25	35
Second most important reason	29	23
Third most important reason	15	22
Not sure, no answer	31	20
Student can earn money to help pay for college		
Most important reason	10	11
Second most important reason	16	19
Third most important reason	40	48
Not sure, no answer	33	22
(BASE)	(394)	(154)

Table 21

When Student Expects to Have First Work Internship at LaGuardia

	Dropouts %	Continuing Students %
During first quarter	1	1
During second quarter	6	5
During third quarter	16	20
During fourth quarter	10	19
During second year at LaGuardia	15	15
Not sure, but would like to take it as soon as possible	17	22
Not sure, but doesn't care when	11	8
Doesn't plan on taking work internship	25	11
(BASE)	(379)	(152)

Table 22

Experience With Co-op Jobs and Prep at LaGuardia

			Quarter Quit			
	Drop-Outs	Continuing Students	First	Second	Third	Fourth
Q. 24(A), 14(B)	%	%	%	%	%	%
Has respondent taken the co-op prep course?						
Yes	8	40	4	5	14	14
No	90	60	93	94	85	86
Not sure	2	1	4	1	1	0
(BASE)	(424)	(174)	(141)	(98)	(109)	(76)
Q. 25(A), 15(B)						
Did respondent have a co-op job?						
Yes	4	20	1	4	6	5
No	96	80	99	96	94	95
Not sure	*	0	1	0	0	0
(BASE)	(416)	(172)	(137)	(95)	(109)	(75)

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*Indicates greater than 0 but less than ½ of 1%.

Q. 27(A), 17(B)

Table 23

Attitudes Toward Co-op Program

	Dropouts %	Continuing Students %
You can develop job skills by actually working on the job		
Agree	72	84
Disagree	2	1
Not sure	26	15
You can try out a career field and see if you like it		
Agree	72	83
Disagree	2	1
Not sure	26	16
You can get good work experience		
Agree	68	80
Disagree	2	1
Not sure	30	19
You can earn money to help pay for college		
Agree	63	66
Disagree	7	13
Not sure	31	21
The co-op staff isn't very helpful*		
Agree	3	4
Disagree	34	54
Not sure	63	42
Co-op seminar is not very helpful*		
Agree	2	9
Disagree	35	48
Not sure	63	43
Co-op preparation does not adequately get students ready for co-op*		
Agree	3	8
Disagree	36	51
Not sure	60	41
There aren't very good jobs available through co-op		
Agree	12	11
Disagree	39	49
Not sure	49	40

- continued -

Q. 27(A), 17(B)

Table 23

Attitudes Toward Co-op Program
(continued)

	Dropouts %	Continuing Students %
As a result of co-op, it takes too long to get a degree		
Agree	17	19
Disagree	45	54
Not sure	38	26
(BASE)	(420)	(167)

Items are listed starting with those with the most positive responses toward co-op and continuing to those with least favorable answers.

*Indicates that open-ended questions asking for explanations were asked of students agreeing to these three statements.

8. Academic Ability and Basic Skills Courses

FINDING: Most students have moderately positive evaluations of their basic skills and academic prospects at LaGuardia. Eight out of ten students were required to take some remedial courses.

While students taking basic skills instruction recognize that the courses helped them prepare for their regular courses, there is some criticism of these requirements, although dropouts are only minimally more critical of remedial courses than persisters.

Results do not support the argument that a discrepancy between what students expect to take and actually do take in remedial courses leads to attrition.

DISCUSSION

An earlier section of this report explored academic characteristics of the samples and concluded that persisters and dropouts showed no differences in past educational achievements such as high school averages, FSAP scores, etc. (see Section 3). In view of these findings, it is not surprising that students who leave and continuing students do not differ either on their predictions of how well they will do in their grades at LaGuardia or their own assessments of their basic skills (Table 24). Few students describe themselves as either below average or as having very weak basic skills, although six out of ten acknowledge the need for improvement in reading, writing and mathematics (since this question was answered after students had been informed of their FSAP scores and placed, if necessary, in basic skills courses, responses may well reflect the reality of their situation.)

Similar findings emerge from Table 25. Few students expect to take "many" basic skills courses; and just over two thirds expect to take "some." Their answers suggest that they were required to enroll in slightly more remedial courses than anticipated, as eight out of ten took "some" or "many" basic skills courses. Perhaps most important is that the expectations and experiences of dropouts and persisters are virtually identical on these measures.

Students have largely favorable attitudes toward basic skills courses in that the large majority of those who took them felt that the experience helped prepare them for their regular courses (Table 26; 80% and 86% of the dropouts and continuing students respectively). But there is, in the eyes of these students, a negative side of the remedial education experience, as appreciable minorities agreed that they didn't really need to take the courses in the first place, that they had to take too many, that as a result they didn't really feel like they were in college, and that these requirements interferred with their regular coursework. That dropouts give only slightly less positive answers to these items than persisters confirms the data from Section 1 that basic skills requirements are at best but a minor factor in the attrition process.

A slightly different perspective on the relation between basic skills revolves around the question of whether a sizeable discrepancy between expectations and reality leads to attrition. If this argument were true, then we should find that there is a closer match between the student's expectation of how many basic skills courses are required and how many he or she actually takes for continuing students than for dropouts. In other words, continuing students should show higher percentages in Table 27 than dropouts. While two of the three rows in the table do follow this pattern, the differences are not statistically significant and in the other case the results are contrary to the prediction. Thus there is very little evidence to support the expectation versus reality hypothesis with respect to basic skills.

Table 24

Students' Evaluations of their Academic Abilities

Q.14 (E)

In terms of college grades at LaGuardia, respondent expects to be	Dropouts %	Continuing Students %
Among the very best students	22	24
Better than average, but not among very best students	62	69
Slightly below average	15	5
Well below average	1	1
(BASE)	(394)	(153)

Q.10 (E)

Respondent's self evaluation of his or her skills in reading, writing and math	Dropouts %	Continuing Students %
Good enough to pass all of his or her college courses	32	35
For the most part ok, but in need of some improvement	61	60
Very weak, and unless he or she improves them, he or she will have trouble passing his or her courses	6	5
(BASE)	(389)	(154)

Table 25

Experiences With Basic Skills Courses

Q.9 (E)

Amount of basic skills courses student thought he or she would have to take before registering for classes at LaGuardia	Dropouts %	Continuing Students %
Many basic skills or remedial courses	6	8
Some basic skills or remedial courses	67	73
No basic skills or remedial courses	26	19
(BASE)	(393)	(154)

Q.42 (A), 32 (B)

Amount of basic skills courses student had to take when first enrolling at LaGuardia	Dropouts %	Continuing Students %
Many basic skills or remedial courses	20	16
Some basic skills or remedial courses	58	64
No basic skills or remedial courses	21	20
(BASE)	(426)	(174)

Q.42 (A), 33 (B)

Table 26

Attitudes Towards Basic Skills Courses of Students Who Have Taken Them

	Drop-Outs	Continuing Students	Quarter Quit			
			First	Second	Third	Fourth
	%	%	%	%	%	%
Basic skills courses helped you to prepare for your regular courses	80	86	78	79	84	78
You had to take too many basic skills courses	31	19	44	24	27	26
You didn't really need to take basic skills courses since your skills were ok	32	23	35	32	24	38
Since you had to take basic skills courses, you didn't feel like you were in college	40	31	46	38	39	34
Basic skills courses prevented you from taking your regular courses	48	45	53	54	45	38
(BASE)	(330)	(139)	(99)	(80)	(83)	(68)

Based on respondents who took basic skills courses.
Items are arranged from most favorable to least favorable answers.
Cell entries are the percentage agreeing with each statement.

Table 27

Discrepancy Between Amount of Basic Skills Courses Expected and Actually Took

	Dropouts %	Continuing Students %
Percent of respondents expecting to take "many" basic skills courses who actually took "many" such courses	52	25
(BASE)	(25)	(12)
Percent of those expecting to take "some" basic skills courses who actually took "some" such courses	69	74
(BASE)	(264)	(112)
Percent of those expecting to take "no" basic skills courses who actually took "no" such courses	56	66
(BASE)	(103)	(29)

Results are derived by comparing answers regarding number of basic skills courses student expected to take (Q.9 of expectation questionnaire) to the number of courses they actually did take (Q.42 of A version, Q.32 of B questionnaire).

9. Studying, Homework, and Consultation with Teachers

FINDING: The amount of homework a student actually did is moderately correlated with leaving school, more so than is the amount a student expected to do.

Dropouts expected to meet with teachers outside class slightly less frequently than continuing students, though there is no evidence that leaving school is associated with a discrepancy between what the student expected and experienced in this regard.

DISCUSSION

About half of both dropouts and continuing students expected to do "some" studying and homework, with most of the remaing students anticipating doing "a lot" (Table 28). These figures are reasonably close to the amount of out-of-class preparation students report actually having done, though terminators were understandably less conscientious than students who continued to pursue their degrees.

In terms of out-of-class contact with teachers, (Table 29) the modal response is that students will meet with their teachers "a moderate number of times (once a month or so)." Actual student-teacher contact is less than this, with over half reporting seeing instructors out of class only "once a month or less." Dropouts expect slightly less contact than continuing students, but the difference in actual contact is smaller.

Using the same arguments introduced at the end of

Section 8 concerning the discrepancy between the student's expectations and reality as a possible explanation of attrition leads to the figures in Table 30. Again, the results are not consistent with the predictions of the argument, leading to the conclusion that it is not a gap between what students expect and what they experience that leads to attrition.

Table 28

Studying and Homework Among LaGuardia Students

Q.11 (E)

Amount of studying and homework students expect will be necessary for them to so well at LaGuardia	Dropouts %	Continuing Students %
Very little; they expect to learn everything in class	5	3
Some studying and homework will be necessary	54	50
A lot of studying and homework will be necessary	41	47
(BASE)	(393)	(153)

Q.34 (A), 24 (B)

Amount of out-of-class studying and homework students did at LaGuardia		
Very little	15	7
Some	46	39
A lot	38	54
Not sure	1	0
(BASE)	(424)	(175)

Table 29

Contact With Teachers Outside of Class

Q.12 (E)

How often did the student expect to meet with teachers outside of class to discuss his or her course work?	Dropouts %	Continuing Students %
Frequently (once a week or more)	17	17
A moderate number of times (once a month or so)	45	56
Infrequently or not at all (once a quarter or less)	38	27
(BASE)	(392)	(154)

Q.35 (A), 25 (B)

How often students met with teachers outside of class to discuss their course work	Drop-Outs	Contin-uing Students	Quarter Quit			
			First	Second	Third	Fourth
	%	%	%	%	%	%
Frequently (once a week or more)	15	17	10	21	20	8
A moderate number of times (once a month or so)	24	30	18	21	27	38
Infrequently or not at all (once a quarter or less)	60	52	71	58	52	55
Not sure	*	2	1	0	1	0
(BASE)	(425)	(175)	(140)	(99)	(109)	(77)

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*Indicates greater than 0 but less than ½ of 1%.

Table 30

Expectations Versus Experience For Contact With Teachers

	Dropouts %	Continuing Students %
Percent of students expecting to meet teachers "frequently (once a week or more)" outside of class who actually met teachers "frequently"	37	23
(BASE)	(65)	(26)
Percent of those students expecting to meet teachers "infrequently or not at all (once a quarter or less)" who actually met teachers "infrequently or not at all"	74	67
(BASE)	(149)	(42)

10. Freshman Seminar

FINDING: Freshman seminar appears to have been reasonably well-attended, although persisters went more often than dropouts.

Suggestions as to how freshman seminar could be improved cover a wide range of topics, from more information on how one achieves his or her academic goals to more individualized attention.

DISCUSSION

A large majority of both dropouts and persisters indicated that they attended freshman seminar "most of the time" (70% and 86% respectively; see Table 31). Dropouts who leave early in their career are less likely to have attended than students who leave after their third or fourth quarters.

Suggestions about how the freshman seminar could be more valuable for students are reported in Table 32. About half of those interviewed had no recommendations, as indicated by the "nothing" and "not sure" responses. More of the specific recommendations referred to the course's content than to format, and suggestions for a better explanation of what college life is all about are most frequent (e.g., how to achieve one's academic goals, information on what is expected of students, etc.). However, responses are distinctive in that they are spread over a wide variety of topics, such as more specific information, information on jobs and careers, advice on how to select courses or majors, etc. -- see the table for the detailed codes.

Recommendations pertaining to format include smaller classes and more individual attention, more student participation, and ironically, virtually equal numbers urging that the course be longer and shorter.

Q. 36(A), 26(B)

Table 31

Attendance at Freshman Seminar

	Drop-Outs	Continuing Students	Quarter Quit			
			First	Second	Third	Fourth
	%	%	%	%	%	%
Respondent attended the freshman seminar						
Most of the time	70	86	58	64	82	82
Sometimes	10	6	11	13	6	10
Only occasionally or never	19	7	29	23	12	8
Not sure	1	1	2	0	0	0
(BASE)	(426)	(175)	(141)	(99)	(109)	(77)

Table 32

Suggestions for Making Freshman Seminar More Helpful for Students

	Dropouts %	Continuing Students %
Content (Net)	16	32
Explain how to achieve academic goals, requirements, needed courses, information on what is expected of students	5	9
Provide more specific or detailed information, information is too general	2	3
More information generally; not enough is covered	1	2
Information on jobs, career goals, what jobs are like	2	3
Information on courses, how to select them, what's in them	1	5
Information on majors	2	3
Information on where things are located, how to find one's way around, tour of the campus	2	2
Information on resources or assistance available on campus	1	3
Information on financial aid	1	2
Information on extra-curricular activities	*	3
Information on registration	*	1
Information on grading system	*	0
Information on co-op, internships	*	0
Other content answers	1	2
Format (Net)	15	12
More individual attention; smaller classes	7	2
More student participation; let students talk about their experiences	3	3
Make it shorter	2	2
Meet more often, for longer periods of time	2	3
Other responses about format	2	2
Make it more interesting	5	5
Discontinue it	3	1
Offer credit for it	2	2
Nothing, it was good or helpful	33	27
Other responses	3	3
Not sure	25	21
(BASE)	(420)	(172)

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*Indicates greater than 0 but less than ½ of 1%.

11. Use of Services and Assistance at LaGuardia

FINDING: Use of the various forms of counseling, assistance, and bureaucratic resources available to students at LaGuardia varies widely. For example, small percentages of dropouts talked to either teachers or counselors before leaving school, but majorities reported using facilities such as the Bursar, the Library, the Registrar, etc. and receiving help in such matters as registration, getting off to a good start in school, deciding upon courses to take, and so forth.

Both dropouts and continuing students have favorable perceptions of the assistance they received from these various resources at LaGuardia.

Dropouts and persisters on the average appear to make equal use of LaGuardia's resources when controlling for the amount time they were enrolled at the college.

There is no evidence that a discrepancy between what students expect and what they receive in terms of support services at LaGuardia accounts for attrition.

DISCUSSION

Most dropouts did not want to avail themselves of the opportunity to talk to either teachers or counselors before leaving school (only 27% and 43% answered the appropriate questions affirmatively; see Table 33). Actual use of these resource personnel was, of course, lower, as 38% and 55% of those wanting to discuss their problems with teachers and counselors did so, with the net result that only about one in ten and one in four of the total sample of dropouts received help from these two sources of assistance respectively. That the experience was useful to students is attested to by the fact that majorities of those receiving advice from teachers or counselors described it as "helpful."

Table 34 shows the extent to which students made use of various offices at LaGuardia and their evaluations of how they were treated. These seven offices are on the basis of their usage readily grouped into two categories: those used by most students (the top five in the table) and those less frequently used (the college job placement office and the College Discovery Office). In almost all cases continuing students are more likely to have made use of these facilities than students who left. There is also a tendency such that the longer dropouts remained at LaGuardia before leaving, the more likely they were to use each office.

Among students using each office in Table 34, attitudes are for the most part favorable in that large majorities report that they both got the help they wanted and were politely treated. Furthermore, there are only at best minimal differences in the responses of dropouts and persisters.

Turning to services more directly related to the academic experience, we see that majorities or near majorities indicated in their expectation questionnaires that they anticipated help in learning what is required to graduate, in deciding what courses to take, in deciding on a career, and in learning or reviewing material taught in class (Table 35). Indeed, only help with personal problems is rejected by most of those interviewed.

Students' reports as to the assistance they actually received at LaGuardia are summarized in Table 36. Since these thirteen items are listed in order of decreasing usage, interpretation is straightforward, with feedback from teachers and help in registration most often received and few students reporting talking to someone about family or personal problems or receiving information or services in languages other than English. There are also fairly consistent findings such that persisters report receiving assistance in larger numbers than dropouts and that earlier dropouts are less likely to use these services than students terminating later.

Student evaluations of the usefulness of these services are documented in Table 37, both for those receiving each (who rated its actual usefulness) and for those who did not (in which case their answers reflect their judgement as to how useful each service would be). The first and perhaps most important conclusion is that all of the services receive favorable ratings from students who received each service; the typical "not at all useful" rating is on the order of only a few percentage points, and in every case the percentage responding "very useful" is greater than that in the "somewhat useful" category. There is also a tendency for continuing students to give slightly more positive evaluations of each service than dropouts (only among those who actually used each service).

Another finding from Table 37 is that higher ratings of each service are obtained from students who made use of it than from those who did not; these differences are quite large compared to others observed in this data set, frequently as large as 30 to 40 percentage points. While a possible explanation is that students who are most likely to benefit from a service are the ones most likely to seek it, we think it more likely that students do not realize ahead of time how much they will benefit from these forms of assistance. Although the latter argument suggests that every effort be made to encourage students to use the services available to them, there is no evidence in the data that doing so reduces attrition.

The finding that early dropouts are less likely to use services than those leaving after three or four quarters is consistent with that observed in Table 34 and noted above. Two possible explanations account for these differences; what might be termed the accumulation hypotheses says that the longer the student is at the school the greater the likelihood that he or she will have need for, and therefore use, a given service or office. An alternate explanation postulates that there is a direct association between persistence and making use of available services.* Since persisters have been sampled in such a way that their average length of time at LaGuardia is greater than that of dropouts, it is impossible to tell which argument is best supported by the data simply by examining Tables 34 and 36. But if we hold constant length of time on campus and then compare the answers of the two samples, we can determine if the observed differences in

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*The direction of causality is ambiguous in this argument. That is, use of services may lead to a lower attrition rate. On the other hand, it may be simply that persisters are more in control of their lives and better able to take advantage of the resources available to them.

Tables 34 and 36 are best explained by the accumulation hypothesis or by some underlying difference between the two groups. In the former case, persisters and dropouts on campus for the same amount of time should be basically of the same opinions, while the alternate argument suggests that even when controlling for length of time at LaGuardia response differences should be observed.

Since the complete tabulations present the reponses of both dropouts and continuing students according to when the interviews were complete, examination of these data provides some clue as to the better explanation. (In view of the considerable volume of these tables, they are not reproduced in this report). Inspection of these tables shows that while there are some examples of differences in the expected direction between dropouts and persisters when controlling for amount of time in school, there are as many or more cases where differences are inconsistent, nonexistent, or of the opposite direction than expected. The results, then, support the accumulation hypothesis in explaining the response patterns observed in Tables 34 and 36.

The main implication of this finding is to undercut the argument that students leave school because they do not receive enough assistance and service on campus. While the argument may be true, the data fail to show the kind of patterns that would be expected if it were.

An hypothesis introduced in our earlier section of this report, that it is the discrepancy between what students expect and what they experience that contributes to attrition, is also relevant to this discussion of services. If the argument is true, there should be less discrepancy between what was expected and what was received for continuing students than for students who terminated prematurely. However, the results in Table 38 do not fit this pattern.

Finally, we see in Table 39 that not quite half of each sample (39% and 48% of dropouts and persisters respectively) reported using one or more of the several counseling services available at LaGuardia. The subject of these consultations is most likely to be academic problems, followed by career topics and personal issues. Again, students who have used these services report mostly favorable attitudes toward them.

Q. 9,10,11(A)

Table 33

Dropouts' Contact With Teachers and Counselors

	Total Drop-Outs	Quarter Quit			
		First	Second	Third	Fourth
	%	%	%	%	%
Did respondent want to talk to a teacher when he or she was thinking about leaving LaGuardia?					
Yes	27	29	36	24	17
No	72	70	63	74	83
Not sure	1	1	1	2	0
(BASE)	(420)	(140)	(98)	(105)	(77)
Percent of those wanting to talk to a teacher who actually do so	38	41	34	32	46
(BASE)	(114)	(41)	(35)	(25)	(13)
Percent of those actually talking to a teacher who described the experience as "helpful"	77	65	75	88	100
(BASE)	(43)	(17)	(12)	(8)	(6)
Did respondent want to talk to a counselor when he or she was thinking about leaving LaGuardia					
Yes	43	38	49	49	36
No	56	62	49	50	64
Not sure	*	0	1	1	0
(BASE)	(420)	(138)	(99)	(106)	(77)
Percent of those wanting to talk to a counselor who actually did so	55	49	45	58	79
(BASE)	(182)	(53)	(49)	(52)	(28)
Percent of those actually talking to a counselor who described the experience as "helpful"	71	73	68	63	82

Q. 18,19,20(A), 8,9,10(B)

Table 34

Use of Selected Offices While at LaGuardia

	Drop-Outs	Continuing Students	Quarter Quit			
			First	Second	Third	Fourth
	%	%	%	%	%	%
Bursar's Office						
Percent using Bursar's office	77	95	69	71	83	87
Percent reporting getting the help they wanted at Bursar's office	90	90	88	96	93	82
Percent reporting being treated politely at Bursar's office	86	82	82	84	92	84
Library						
Percent using Library	75	96	52	77	90	92
Percent reporting getting the help they wanted at Library	93	95	90	88	97	96
Percent reporting being treated politely at Library	96	97	92	94	98	99
Registrar's Office						
Percent using Registrar's office	73	82	60	71	88	77
Percent reporting getting the help they wanted at Registrar's office	91	94	92	93	91	90
Percent reporting being treated politely at Registrar's office	92	95	95	92	92	86
Admissions Office						
Percent using Admissions office	75	72	77	74	77	69
Percent reporting getting the help they wanted at Admissions office	92	97	93	89	95	92
Percent reporting being treated politely at Admissions office	95	96	94	94	98	96

Q. 18,19,20(A), 8,9,10(B)

Table 34

Use of Selected Offices While at LaGuardia
(continued)

	Drop-Outs	Continuing Students	Quarter Quit			
			First	Second	Third	Fourth
	%	%	%	%	%	%
Financial Aid Office						
Percent using Financial Aid office	68	80	54	67	79	82
Percent reporting getting the help they wanted at Financial Aid office	80	90	71	79	85	87
Percent reporting being treated politely at Financial Aid office	85	83	83	87	84	89
College Job Placement Office						
Percent using College Job Placement office	17	25	8	16	22	27
Percent reporting getting the help they wanted at College Job Placement office	69	79	60	60	79	67
Percent reporting being treated politely at College Job Placement office	91	95	100	86	96	86
College Discovery Office						
Percent using College Discovery office	13	23	10	11	16	17
Percent reporting getting the help they wanted at College Discovery office	89	85	100	91	82	85
Percent reporting being treated politely at College Discovery office	96	89	100	90	94	100
(BASE)	(423)	(175)	(141)	(97)	(109)	(76)

The first question of each series (i.e., whether the student used the office) was asked of all students. The percentages reporting whether or not they got the help they wanted and were treated politely are based on those answering "yes" to the first question.

Q. 5(E)

Table 35

Services Students Expected To Get at LaGuardia

	Dropouts %	Continuing Students %
Help in learning what is required to graduate from LaGuardia	70	78
Help in deciding which courses to take	64	70
Help in deciding on a career	54	49
Help in learning or reviewing material taught in class	51	45
Help in dealing with personal problems	16	19
(BASE)	(394)	(152)

Cell entries are the percent of each sample expecting to receive each kind of assistance while at LaGuardia.

Q. 31(A), 21(B)

Table 36

Services Students Received at LaGuardia

	Drop-Outs	Continuing Students	Quarter Quit			
			First	Second	Third	Fourth
	%	%	%	%	%	%
Feedback from teacher during the quarter on how well you're doing	70	78	56	61	84	81
Help in registration	68	74	58	73	71	74
Help in getting off to a good start at LaGuardia	59	72	51	58	65	68
Help in deciding what courses to take	58	69	54	62	62	56
Opportunity to meet with teachers outside of class	55	67	42	52	64	70
Help in learning how to use the library	51	76	36	52	64	60
Help in understanding what you have to do to graduate	54	61	39	59	59	70
Help in deciding what to major in	39	47	37	44	38	39
Help in developing study skills	39	43	32	37	45	43
Individual tutoring to improve your basic skills	31	41	20	32	39	38
Individual tutoring in your academic courses besides basic skills	12	23	6	12	17	16
Someone to talk to about family or other personal problems	12	15	9	12	11	17
Information on services in languages other than English	10	12	9	9	12	9

Q. 32(A), 22(B)

Table 37

Evaluation of Services Received at LaGuardia

	Those Who Did Receive the Service		Those Not Receiving the Service	
	Drop-Outs	Continuing Students	Drop-Outs	Continuing Students
	%	%	%	%
Feedback from the teacher during the quarter on how well you're doing				
Very useful	74	78	41	55
Somewhat useful	24	21	47	36
Not at all useful	2	1	11	9
Help in registration				
Very useful	62	69	43	23
Somewhat useful	35	29	33	50
Not at all useful	3	2	20	27
Help in getting off to a good start at LaGuardia				
Very useful	69	71	48	55
Somewhat useful	28	29	24	27
Not at all useful	2	0	19	15
Help in deciding what courses to take				
Very useful	66	68	44	38
Somewhat useful	30	28	27	29
Not at all useful	3	2	25	32
Opportunity to meet with teachers outside of class				
Very useful	56	69	34	30
Somewhat useful	38	29	46	52
Not at all useful	5	1	15	18
Help in learning how to use the library				
Very useful	69	79	25	21
Somewhat useful	28	18	35	50
Not at all useful	3	3	36	29

Q. 32(A), 22(B)

Table 37

Evaluation of Services Received at LaGuardia
(continued)

	Those Who Did Receive the Service		Those Not Receiving the Service	
	Drop-Outs	Continuing Students	Drop-Outs	Continuing Students
	%	%	%	%
Help in deciding what to major in				
Very useful	59	76	35	33
Somewhat useful	36	21	30	35
Not at all useful	4	1	35	31
Help in developing study skills				
Very useful	58	60	34	30
Somewhat useful	39	35	37	51
Not at all useful	3	4	25	14
Individual tutoring to improve your basic skills				
Very useful	64	74	36	32
Somewhat useful	31	19	35	37
Not at all useful	6	7	25	28
Individual tutoring in your academic courses besides basic skills				
Very useful	62	74	34	35
Somewhat useful	34	21	40	41
Not at all useful	4	5	22	22
Someone to talk to about family or other personal problems				
Very useful	51	59	20	26
Somewhat useful	41	30	33	34
Not at all useful	6	11	43	39
Information on services in languages other than English*				
Very useful	59	76	8	13
Somewhat useful	31	14	15	11
Not at all useful	10	10	77	74

The base for each percentage varies widely depending on how many students received each service. See the complete computer tabulations for details.

Table 38

Measures of Discrepancy Between Services Expected and Received at LaGuardia

	Dropouts %	Continuing Students %
Percent of students expecting to get help in learning what is required to graduate from LaGuardia who reported that they actually got such assistance	56	60
(BASE)	(275)	(118)
Percent of those expecting to get help in deciding which courses to take who actually got this assistance	62	68
(BASE)	(253)	(107)
Percent of those expecting to get help in dealing with personal problems who actually got such assistance	24	24
(BASE)	(62)	(29)

Figures are obtained by comparing answers to Q. 5 of the expectation questionnaire to those of the same item of Q. 31(A) and 21(B) for dropouts and continuing students.

Table 39

Use and Evaluation of Counseling Services

Q. 38(A), 28(B).	Dropouts %	Continuing Students %
Did student use any counseling services at LaGuardia such as the Information Center, Counselor-on-Duty, Student Development Center Workshops, or Individual Appointments		
Yes	39	48
No	61	52
(BASE)	(424)	(176)

Q. 39(A), 29(B)	Dropouts %	Continuing Students %
Subject of counseling services used by student (among those answering "yes" above)*		
Academic subjects	56	55
Career topics	38	33
Personal issues	28	12
Some other topic	7	7
(BASE)	(162)	(84)

Q. 40(A), 30(B)	Dropouts %	Continuing Students %
Evaluation of counseling student received		
Very helpful	50	56
Somewhat helpful	39	39
Not very helpful	10	5
(BASE)	(163)	(84)

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*Multiple responses account for the fact that figures total more than 100%.

12. Dropouts' Ideas As to What Could Have Been Done to Help Them Remain in College

FINDING: Close to half of all dropouts have no suggestions about what LaGuardia Community College could have done to help them remain in school.

Specific recommendations most often refer to more or better counseling and/or information services, additional or improved programs, and greater financial aid.

DISCUSSION

Since one of the motives behind this project is to determine what, if anything, can be done to decrease the attrition rate at LaGuardia, students who left were asked to state in their own words what the college could have done to help them remain in school. Not quite half (41%) of these persons responded either "nothing" or "not sure" (Table 40), answers that are understandably most common among those leaving as a result of either personal problems or poor motivation.

The most frequent substantive suggestions focus on providing more or better informational and counseling services for students (17% of the total dropouts). A slightly smaller number mention various aspects of the academic programs at LaGuardia: that the institution should offer a specific program or course, there should be more courses, etc. Students who have left LaGuardia out of dissatisfaction with the school and its programs are much more likely to volunteer these suggestions. Consistent with the basically favorable attitudes toward the co-op program discussed in Section 7 is that comments about co-op are much less frequent than those about other programs (only 2% of the total dropouts, versus 14% for other programs and similar responses).

Suggestions relating to financial aid and associated topics are made by 7% of the total dropouts, though the figure increases to one third among dropouts who left as a result of financial reasons. Most of these recommendations are the obvious one that students be given more money, though there are a not insignificant number who refer to other facets of the aid process, such as simpler procedures, more timely receipt of awards, etc.

Other responses as categorized in the table occur less frequently and are shown in the table.

Part of the discussion with dropouts as to why they left school focused on what LaGuardia could have done to help them stay in school. This section of the questionnaire asked respondents what could have been done with respect to the three most important reasons in their decision to quit (see Q.'s 14b, 15b, 16b of the A questionnaire). In many ways, results were similar to those discussed above in that appreciable numbers of students were uncertain or saw no action that the college could have taken on their behalf. Substantive suggestions were often of the "correct the problem" nature: that is, if the student left for financial reasons, then the school could have given him money; or if lack of preferred programs was a main factor, then LaGuardia could offer that program as a way of helping the student. We summarize below some of the more important of these responses.

Health problem (item 26*)

Virtually all students mentioning health problems as important saw them as beyond the college's scope of activity.

Personal problems (item 17)

About 8 out of 10 respondents citing personal problems could see nothing the college could do or were uncertain. Four students mentioned child care as something that would have helped. Five mentioned better or more counseling.

Too many other responsibilities (item 30)

Again, most say their problems are not something the school could have done anything about.

Poor motivation (items 4, "not cut out for college work"; 23, "needed a break", 24, "unsure of your academic goals")

The majority saw their reasons for withdrawing as something the college could do nothing about. Four mentioning uncertainty of academic goals thought counseling might help, as did a handful of other respondents in these categories.

Poor study skills (item 2)

A few thought that tutoring could have helped. Half fell in the "nothing" or "not sure" categories.

Couldn't afford college (item 5)

Half could not think of anything the college could have done, while about a quarter thought that money was the only useful assistance. About a half-dozen students thought more help and information regarding financial aid (eg., understanding what's available, help in filling out forms etc.) would have been useful. Two would have liked their checks sooner. Three or four thought that the school could have found a job for them.

LaGuardia didn't have the academic programs you want (item 6)

Just under half saw offering the course or program they wanted as an appropriate action on the part of the college, and a third could not think of anything. A few mentioned fewer basic skills courses, and 2 or 3 wanted more academically oriented courses.

Couldn't schedule classes at convenient times (item 27)

Many of the students referring to this reason meant that they had conflict with their jobs as evidence by the suggestions of one-third that courses be offered at night or at times more convenient for working people. A few students did not like having breaks between classes.

Couldn't get courses you wanted (item 28)

Since responses to this item included students who wanted a program not offered at LaGuardia, students who could not enroll in courses as a result of scheduling problem, and students who were shut out of filled courses, suggestions focused on these three problems. Several also objected to having to take basic skills and suggested that these requirements be waived.

Too many basic skills courses (item 9)

Slightly fewer than half of these students had no suggestions as to what the school could have done. A small number of students felt that they should not be required to take basic skills, and a few others recommended that students be given better explanations of why these courses were necessary for them.

Too much red tape (item 12)

Suggestions included reducing paperwork, more concern and friendliness on the part of bureaucrats at LaGuardia, more attention to the student as an individual, a limitation on the number of students registering at any one time, more effective sharing of records by the registrar and bursar. No one recommendation was made by more than two dropouts.

Decided on a line of work not requiring college (item 11)

Almost all had no suggestions or thought the school could do nothing in their case

Counselors at LaGuardia not helpful (item 16)

The fewer than ten respondents rating this as one of their three most important reasons for quitting mentioned a variety of things LaGuardia could have done: be more understanding of students returning to school after a long time, provide better information about where to go for help, give more time to students, get counselors who know what they're doing, etc.

LaGuardia wasn't hard enough (item 7)

One respondent thought students should be segregated by ability. A few suggested more rigorous or academically-oriented courses, and two or three thought teachers should teach at a higher level.

Classes were too hard (item 10)

Two thought better teachers would help. One preferred a slower pace since she had been out of school for 15 years, and two others thought the pace should have been decreased to allow students more time to absorb the material.

Q. 46(A)

Table 40

Students Perceptions of How LaGuardia Could Have Helped Them Stay in School

		Reason Quit				
	Dropouts	Personal Problems	Poor Motivation	Higher Priority of Job	Financial Reasons	Reasons Relating to LaGuardia
	%	%	%	%	%	%
Information and Counseling (Net)	17	18	13	10	21	9
Counseling (provide more or better counseling, make it available to night students, assign students to counselors, etc.)	9	9	2	8	13	4
Information (better information on courses, what is needed to graduate, where to go for help, explain system better, etc.)	4	3	4	0	3	0
More understanding generally, take more interest in students, contact me about why I was leaving, etc.	4	6	4	2	5	5
Other information and counseling responses	1	2	2	0	1	0
Programs (Net)	15	7	4	12	5	45
Co-op or internships (e.g., provide more information about it, make it longer or shorter, sooner)	2	1	0	2	1	5
Other program responses (e.g., offer a specific course or program, better courses, more courses, more freedom in selecting courses)	14	6	4	10	3	40

Q. 46(A)

Table 40

Students Perceptions of How LaGuardia Could Have Helped Them Stay in School
(continued)

		Reason Quit				
	Dropouts	Personal Problems	Poor Motivation	Higher Priority of Job	Financial Reasons	Reasons Relating to LaGuardia
	%	%	%	%	%	%
Financial (Net)	7	1	2	3	34	1
Provide more financial aid	5	1	0	3	22	1
Other financial responses (e.g., provide more information, forms are too complicated, send checks on time, allow students to pay fees monthly)	3	0	2	0	13	0
Instruction and teachers (more tutors/teachers, teachers should have more time with students, nicer teachers, make sure teachers come to class)	5	7	0	3	1	4
Bureaucracy (e.g., make registration easier, allow late registration, keep better records, too much red tape)	4	0	9	3	1	4
Time responses (e.g., give students more time to do assignments, courses go too fast, change to semester system)	2	0	2	5	1	3
Credit (give credit for basic skills courses, credit for transfer courses, etc.)	2	1	0	0	2	3
Smaller classes	1	1	0	0	3	1
Scheduling (accommodate night students better, give students better schedules etc.)	1	1	0	0	3	1

Q. 46(A)

Table 40

Students Perceptions of How LaGuardia Could Have Helped Them Stay in School
(continued)

		Reason Quit				
	Drop-outs	Personal Problems	Poor Motivation	Higher Priority of Job	Financial Reasons	Reasons Relating to LaGuardia
	%	%	%	%	%	%
Provide day care or nursery	1	1	0	2	2	0
Other answers	7	2	4	8	8	9
Nothing	27	50	38	32	18	12
Not sure	14	11	23	17	11	8
(BASE)	(397)	(105)	(47)	(59)	(87)	(75)

13. Anticipated Social Life at LaGuardia

FINDING: Majorities of both student samples look forward to making friends at LaGuardia. Fewer express a lot of interest in extra-curricular activities.

Dropouts show less interest in making friends and participating in extra-curricular activities than persisters.

DISCUSSION

The expectation questionnaire included two questions measuring the student's expectations as to the extent he or she planned on becoming integrated into the campus and its social life as indicated by making friends and participating in extra-curricular activities. Most students hope to make friends at LaGuardia, though the degree of interest in extra-curricular activities is somewhat less. Most interesting is that both measures are correlated slightly with attrition in that those who show a greater interest in forming friendships and participating in the school's activities are more likely to have remained at the school.

Q. 15, 16(E)

Table 41

Interest in Friendships and Extra-Curricular Activities at LaGuardia

The student:	Dropouts %	Continuing Students %
Looks forward to making many friends at LaGuardia	65	79
Has enough friends and is not concerned with whether he or she makes additional ones	35	21
(BASE)	(382)	(151)

Degree to which student plans to become active in clubs and other out-of-class activities at LaGuardia:	Dropouts %	Continuing Students %
Extremely active	4	1
Very active	21	12
Somewhat active	43	59
Not at all active	42	28
(BASE)	(394)	(154)

14. Predicting Attrition Through the Use of a Point System

FINDING: Two point systems, each predictive of attrition in the sample, are developed based on answers to items in the expectation questionnaire.

DISCUSSION

One goal of this research was to develop a means of identifying potential dropouts before they actually terminated their studies at LaGuardia. The motive for this approach was that resources such as counseling and other intervention programs could be used more efficiently and with greater effect if they were directed at students most in need of assistance.

Among the more obvious considerations in the development of a point system is that the items used to predict attrition must be known before the student leaves school, preferably in the early stages of the student's college career. In terms of this research effort, this limits the possible components of a point system to the educational background data available (sometimes!) in the student's application and the questions included on the expectation questionnaire.

Further constraining the contents of a point system is that few of the variables we have examined in this report have been correlated with attrition. In particular, none of the most obvious measures of a student's past educational attainment (such as high school average, FSAP scores etc.) has a few items from the expectation questionnaire that show correlations with attrition.

Two point systems using four items from the expectation questionnaire are defined as follows:

Point System 1:

Q. 2 (Type courses the student prefers to take at LaGuardia)
1 point if the student answers "courses that prepare me for a specific job or career," "courses that prepare me for transfer to a four-year college," or "courses that primarily increase my knowledge, having little or no emphasis on specific job skills."
0 points if the student answers "courses that prepare me for both a specific job or career and for transfer to a four-year college."

Q. 12 (How often the student thinks he or she will need to meet with teachers outside of class to discuss course work)
1 point if the student answers "infrequently or not at all (once a quarter or less)."
0 points if the student answers "frequently (once a week or more)" or "a moderate number of times (once a month or so)."

Q. 13 (Student's plans for the first quarter)
1 point if the student plans to work more than 30 hours a week at a job.
0 points if the student does not plan to work or plans to work but no more than 30 hours per week.

Point System 2:

The three items defined in Point System 1 above, plus:

Q. 17 (Likelihood of transferring to another college before graduation from LaGuardia)
1 point if extremely, very or somewhat likely.
0 points if not at all likely.

Thus, each student received a score on the two point systems depending upon his or her answer to each question. The selection of these specific items is, of course, based on the correlations shown previously in this report between each of these variables and dropping out/persisting. Values range from 0 to 3 for the first point system and from 0 to 4 for the record.

Table 42 shows how each of these point systems predicts attrition among the sample. Thus the attrition rate increases on the first point system from 61% for those with scores of 0 to 92% for students with scores of 3. Similarly, higher numerical scores on the second point system show a greater attrition rate (45% for students with scores of 0 to 100% for the five individuals scoring 4)*. Since the percentage difference in attrition between the two extremes of the second point system is greater than that of the first point system, it appears that the second system is a better predictor of likely attrition among LaGuardia entering freshmen.

While each point system is simple and could be easily scored either manually or by machine, each necessitates the collection of questionnaire data from entering students. Another drawback is that neither has been validated by an independent sample of students.

Finally, we note that there are ethical problems involved in using such a predicitve device to allocate counseling and other service to students. One possibility is that students could become stigmatized as "losers" through poor performance on the point system. On the other hand, one can envision a situation where the assistance and services provided for high probability dropouts are seen as desirable by students. In either case, students' answers to questionnaire items are used as the basis for treating them differently. Thus LaGuardia administrators should carefully consider the implications of such a policy before adopting any strategy for early identification of potential dropouts.

Table 42

Attrition-Predicting Point Systems

Point System One

	Students' Scores			
	0 %	1 %	2 %	3 %
Dropouts	61	70	82	92
Continuing students	39	30	18	8
(BASE)	(138)	(250)	(125)	(25)

Point System Two

	Students' Scores				
	0 %	1 %	2 %	3 %	4 %
Dropouts	45	59	65	77	100
Continuing students	55	41	35	23	0
(BASE)	(66)	(170)	(108)	(35)	(5)

Point systems are defined on page 105.

Cell entries are the percentages of the combined samples at each score that are dropouts and persisters respectively.

APPENDIX A

COMPARISON OF STUDENTS WHO DID AND DID NOT FILL OUT EXPECTATION QUESTIONNAIRE

Kane, Parsons
& Associates, Inc.

1995 Broadway
New York, New York 10023
(212) 799-4100

MEMORANDUM

to: Dr. Jeffrey Kleinberg
from: R. Wayne Parsons

subj: Comparison of Students Who Did and Did Not Fill Out Expectation Questionnaire
date: March 15, 1982

LaVergne Trawick randomly selected 75 students from those who completed the fall expectation questionnaire administered during Freshman Seminar and an equal number of those who did not answer the questionnaire. I also received for each student FSAP scores, sex, age, fall '81 quarter GPA, and whether or not he/she is enrolled in the winter '82 quarter.

The accompanying table shows the results of a comparison of the two groups on these measures. FSAP scores for the two groups are very close (no significant differences). While females are slightly more likely to be in the group completing the questionnaire, the difference is not significant. Similarly, these are not meaningful age differences.

The attrition rate is significantly higher among those who did not fill out the expectation questionnaire (a 23 point difference).

GPA is first compared for each subgroup and shows a substantial difference of just over a point. However, this comparison is perhaps colored by the fact that students who dropped out before completing the quarter received GPAs of 0.0; had they completed the quarter, no doubt the average GPA would be somewhat higher. In view of this consideration, GPAs were compared only among those students who were enrolled for the Winter '82 quarter. This comparison shows a smaller, though still significant, difference, with students filling out the expectation questionnaire scoring almost a half point higher than those who failed to do so.

The failure to find significant age and sex differences is not especially surprising. Similar FAP scores suggest that students have comparable abilities and/or academic skills. The difference on attrition and GPA are more interesting.

Table

Characteristics of Students Who Did and Did Not Complete Fall Expectation Questionnaire

	Completing Questionnaire		Not Completing Questionnaire
FSAP Scores			
Reading			
Mean	24.9		24.5
Standard Deviation	9.20		9.45
Writing			
Mean	5.33		5.17
Standard Deviation	2.78		2.65
Math			
Mean	18.5		18.2
Standard Deviation	7.46		7.88
Sex---% Female	70.7		61.3
Attrition---% Not Enrolled Winter '82	13.3	*	36.0
Age			
Mean	24.3		24.2
Standard Deviation	6.92		7.39
GPA (1)			
Mean	2.72		1.63
Standard Deviation	1.1[illegible]	**	1.44
(2)			
Mean	2.86	**	2.39
Standard Deviation	1.08		1.11

---

*Difference is significant at .05 level.

(1) Based on total sample of 75 students in each group

(2) Based on students enrolled Winter '82; 65 and 48 students in completed and not completed groups respectively.

APPENDIX B

QUESTIONNAIRES

Kane, Parsons & Associates
1995 Broadway
New York, New York 10023
(212) 799-4100

FOR OFFICE
USE ONLY

P.N. 1155-A

1982

ATTRITION STUDY
DROP-OUT QUESTIONNAIRE

Respondent's Name ______________________

____
INTERVIEWER

Social Security # ______________________

Hello. This is __________ calling from Kane, Parsons & Associates, the nationally known public opinion research firm located here in New York City. We're doing a study of the educational experiences of persons in the New York area and would like to ask a few questions. The first is . . .

1. Are you currently enrolled in an educational program?

Yes---------- 5-1 (ASK Q. 2)
No----------- 2 (SKIP TO Q. 3)

(ASK Q. 2 IF "YES" TO Q. 1)
2. What school are you studying at? ______________________ 6-7
(TERMINATE IF LAGUARDIA COMMUNITY COLLEGE)

3. Have you recently been enrolled in (an/another) educational program?

Yes---------- 8-1 (ASK Q. 4)
No----------- 2 (SKIP TO Q. 5)

(ASK Q. 4 ONLY IF "YES" IN Q. 3)
4. What school were you enrolled at? ______________________
(IF LAGUARDIA NOT MENTIONED, ASK Q. 5)

(ASK Q. 5 IF "NO" IN Q. 3 OR IF LAGUARDIA NOT MENTIONED IN Q. 4)
5. Were you recently enrolled at LaGuardia Community College in Long Island City, Queens?

Yes---------- 9-1
No----------- 2 (TERMINATE)

6. Which of the following statements best described your plans when you first enrolled at LaGuardia? (READ LIST)

Stay at LaGuardia until you got a two-year degree and then go to work---10-1
Transfer to another college before getting a two-year degree----- 2
Take courses but leave school before getting a two-year degree--- 3
Get a two-year degree from LaGuardia and then transfer to a four year college-- 4
Not sure (DO NOT READ)-- 5

7. Let's think about your decision to stop your studies at LaGuardia Community College. Why did you stop your studies at LaGuardia? (PROBE) What were your major considerations? What else? (PROBE FOR RICH AND DETAILED RESPONSE)

11-12
______________________ 13-14
______________________ 15-16
______________________ 17-18

8. Although you decided to stop attending LaGuardia, what things did you like most about LaGuardia? What else?

______________________ 19-20
______________________ 21-22
23-24
______________________ 25-26

9. When you were thinking about leaving LaGuardia, did you want to talk to a teacher at LaGuardia (ASK FOR BOTH TEACHER AND COUNSELOR AND RECORD BELOW UNDER Q. 9 -- "WANT TO TALK")

	Q. 9 Want to Talk			Q. 10 Actually Talked			Q. 11 Helpful		
	Yes	No	Not Sure (VOL.)	Yes	No	Not Sure (VOL.)	Yes	No	Not Sure (VOL.)
Teacher--------	27-1	2	3	29-1	2	3	31-1	2	3
Counselor------	28-1	2	3	30-1	2	3	32-1	2	3

10. Did you actually talk to a (teacher/counselor) at LaGuardia? (ASK FOR BOTH TEACHER AND COUNSELOR AND RECORD ABOVE UNDER Q. 10 -- "ACTUALLY TALKED")

(ASK Q. 11 FOR TEACHER OR COUNSELOR IF ACTUALLY TALKED IN Q. 10 AND RECORD ABOVE UNDER Q. 11 -- "HELPFUL")

11. Was the teacher/counselor helpful or not helpful?

12. Here are some possible reasons you could have had for stopping your studies at LaGuardia. After I read each one, please tell me if it was a very important reason for leaving LaGuardia, a somewhat important reason, or was it not at all important in your decision to leave? (READ EACH ITEM)

	Very Important	Somewhat Important	Not At All Important	Not Sure (VOL.)
1. You left because classes were too large--------	33-1	2	3	4
2. You left because you didn't have very good study skills--------	34-1	2	3	4
3. You left because you got married--------	35-1	2	3	4
4. You left because you decided you were not cut out for college work--------	36-1	2	3	4
5. You left because you couldn't afford going to college--------	37-1	2	3	4
6. You left because LaGuardia didn't have the academic programs you want--------	38-1	2	3	4
7. You left because LaGuardia wasn't hard enough--	39-1	2	3	4
8. You left because it wasn't clear enough what you had to do to graduate--------	40-1	2	3	4
9. You left because you had to take too many basic skills courses--------	41-1	2	3	4
10. You left because classes were too hard at LaGuardia--------	42-1	2	3	4
11. You left because you decided on a line of work that didn't require a college education--------	43-1	2	3	4
12. You left because there was too much red tape at LaGuardia--------	44-1	2	3	4
13. You left because no one at LaGuardia seemed to care about you as an individual--------	45-1	2	3	4
14. You left because you never had a chance to see your teachers outside of class--------	46-1	2	3	4
15. You left because you never really felt part of things at LaGuardia--------	47-1	2	3	4
16. You left because counselors weren't very helpful at LaGuardia--------	48-1	2	3	4
17. You left because you had personal problems that interfered with college--------	49-1	2	3	4
18. You left because you didn't have any friends at LaGuardia--------	50-1	2	3	4
19. You left because your family did not encourage you to finish college--------	51-1	2	3	4
20. You left because you were disappointed with the cooperative education work internship or co-op program--------	52-1	2	3	4
21. You left because it would have taken too long to get a degree--------	53-1	2	3	4
22. You left because you achieved your academic goals--------	54-1	2	3	4
23. You left because you needed a break from college--------	55-1	2	3	4
24. You left because you were unsure of your academic goals--------	56-1	2	3	4
25. You left because you didn't want to participate in the co-op program--------	57-1	2	3	4

12. (continued)

	Very Important	Somewhat Important	Not At All Important	Not Sure
26. You left because of health problems------------	58-1	2	3	4
27. You left because you couldn't schedule classes at the times most convenient for you---------	59-1	2	3	4
28. You left because you couldn't get into the courses you wanted----------------------------	60-1	2	3	4
29. You left because it was too hard to get to LaGuardia---------------------------------	61-1	2	3	4
30. You left because you had too many other responsibilities-----------------------------	62-1	2	3	4

IF MORE THAN ONE ITEM IN Q. 12 RATED "VERY IMPORTANT", ASK Q.s 13 THROUGH 16.
IF ONLY ONE ITEM RATED "VERY IMPORTANT", ASK Q.s 14A AND B.
IF NO ITEM IN Q. 12 RATED "VERY IMPORTANT", SKIP TO Q. 17.

13. You listed several reasons as very important. Which of these would you rate as your most important reason for stopping your studies, as second most important, and as third most important? (READ ITEMS AND RECORD NUMBERS BELOW)

(ASK Q.s 14A--16B FOR FIRST, SECOND AND THIRD MOST IMPORTANT REASONS AND RECORD RESPONSES BELOW. PROBE FOR FULL, DETAILED RESPONSES)

14A. Can you explain more fully why (INSERT APPROPRIATE REASON) was so important in your decision to leave LaGuardia? (POSSIBLE PROBES: What were the circumstances? What do you mean by that? Can you give me some examples? etc.)

Most Important Reason ______________
Number 63-64

Explanation: ______________

14B. Do you have any suggestions about anything the college could have done about this reason for leaving school that would have helped you to stay in college?

____

15A. Second Most Important Reason ______________
Number 65-66

Explanation: ______________

15B. Anything College Could Have Done ______________

16A. Third Most Important Reason ______________
Number 67-68

Explanation: ______________

16B. Anything College Could Have Done ______________

17. Let's think some more about your experience at LaGuardia. How much financial aid did you receive at LaGuardia? (READ LIST)

Enough to pay for all of your college expenses, including tuition, books, transportation, living expenses, etc.-------------------------	69-1
Enough to pay for most but not all of your expenses---	2
Enough to pay for about half of your expenses---	3
Enough to pay for about one third of your expenses---	4
Enough to pay for only a small part of your expenses---	5
None---	6
Not sure/refused (DO NOT READ)------------------	7

18. Which of the following offices at LaGuardia did you use? (RECORD ANSWERS UNDER "Q. 18 -- USE" BELOW)

	Q. 18 Use			Q. 19 Got Help Wanted			Q. 20 Treated		
	Yes	No	Not Sure (VOL.)	Yes	No	Not Sure (VOL.)	Polite	Not Polite	Not Sure (VOL.)
Financial aid office---------	70-1	2	3	77-1	2	3	8-1	2	3
Bursar's office--	71-1	2	3	78-1	2	3	9-1	2	3
Admissions office---------	72-1	2	3	79-1	2	3	10-1	2	3
College Discovery office---------	73-1	2	3	80-1	2	3	11-1	2	3
Registrar's office---------	74-1	2	3	5-1	2	3	12-1	2	3
Library----------	75-1	2	3	6-1	2	3	13-1	2	3
College job placement office---------	76-1	2	3	7-1	2	3	14-1	2	3

(ASK Q. 19 FOR ANY OFFICE ANSWERED "YES" IN Q. 18 AND RECORD ABOVE UNDER "Q. 19 -- GOT HELP WANTED")

19. Did you get the help you wanted at the (INSERT OFFICE)?

(ASK Q. 20 FOR ANY OFFICE ANSWERED "YES" IN Q. 18 AND RECORD ABOVE UNDER "Q. 20 -- TREATED")

20. And how were you treated by the staff in (INSERT OFFICE), were they polite or not polite?

(ASK EVERYONE)

21. Did you use (INSERT FIRST ITEM) as a source of funds to pay for college? (CONTINUE THROUGH LIST; RECORD BELOW UNDER "Q. 21 -- USE")

	Q. 21 USE		Q. 22 IMPORTANCE		
	Yes	No	1st	2nd	3rd
Money from your parents--------------------	15-1	2	25-1	26-1	27-1
Money from your wife, husband or friend----	16-1	2	2	2	2
Money from a cooperative education work internship or co-op job-----------------	17-1	2	3	3	3
Money from a full-time job other than a co-op work internship-------------------	18-1	2	4	4	4
Money from a part-time job other than a co-op work internship-------------------	19-1	2	5	5	5
Financial aid from LaGuardia, such as TAP, BEOG, NDSL, NYSHEAC, college work-study--	20-1	2	6	6	6
Other governmental aid (such as social security, veterans benefits, social service assistance, etc.)----------------	21-1	2	7	7	7
Your own previous earnings and savings-----	22-1	2	8	8	8
Any other source ______________ (SPECIFY) -----	23-1	2	9	9	9
None--	24-1				
Not sure------------------------------------	2		0	0	0

(ASK Q. 22 FOR ALL SOURCES MARKED "YES" IN Q. 21; RECORD ABOVE UNDER "Q. 22 -- IMPORTANCE")

22. Of the sources of money you used to pay for college, (READ ALL SOURCES CIRCLED "YES" IN Q. 21), which was the most important source to you, which was the second most important, and which was the third most important?

23. Not counting a co-op job, did you have a job while you were at LaGuardia? (IF "YES") On the average, how many hours a week did you work?

No, did not have a job----------------	1	
Yes, had a job------------------------	2	Hours per week worked_____ _______
		28-29

24. Did you take the co-op education prep course at LaGuardia?

Yes----------30-1 No----------- 2 Not sure---------- 3

25. Did you have a cooperative education work internship or co-op job at LaGuardia?

Yes-----------31-1		(ASK Q. 26)
No------------	2	(SKIP TO Q. 27)
Not sure------	3	

(ASK Q. 26 ONLY IF "YES" IN Q. 25)

26. Were you in a paid co-op job or was your co-op job an unpaid volunteer position?

Paid----------32-1
Unpaid-------- 2

(ASK EVERYONE)

27. Here are some statements about the co-op program. Please tell me if you agree or disagree with each statement.

	Agree	Disagree	Not Sure
You can get good work experience---------------	33-1	2	3
You can earn money to help pay for college-----	34-1	2	3
You can try out a career field and see if you like it-------------------------------------	35-1	2	3
You can develop job skills by actually working on the job----------------------------------	36-1	2	3
As a result of co-op, it takes too long to get a degree-----------------------------------	37-1	2	3
There aren't very good jobs available through co-op---------------------------------------	38-1	2	3
*Co-op preparation does not adequately get students ready for co-op--------------------	39-1	2	3
*Co-op seminar is not very helpful--------------	40-1	2	3
*The co-op staff isn't very helpful------------	41-1	2	3

(FOR EACH STARRED (*) ITEM IN Q. 27 ANSWERED "AGREE," ASK THE APPROPRIATE QUESTION BELOW)

28A. In what way does co-op preparation not adequately get students ready for co-op? What else?_______________

28B. Do you have any suggestions about how the co-op preparation course could get students ready for co-op better?_______________

29A. In what way is Co-op Seminar not very helpful? What else?_______________

29B. Do you have any suggestions about how the Co-op Seminar could be more helpful?_______________

30A. In what ways was the co-op staff not very helpful? What else?_______________

30B. Do you have any suggestions about how the co-op staff could be more helpful?_______________

31. Here are some services that you may have received at LaGuardia. What about (INSERT FIRST ITEM), did you receive that or not? (CONTINUE THROUGH LIST; RECORD ANSWERS BELOW UNDER "Q. 31 - GOT")

	Q. 31 - GOT			Q. 32 - RATING			
	Yes	No	Not Sure	Very Useful	Somewhat Useful	Not At All Useful	Not Sure
Help in developing study skills	42-1	2	3	55-1	2	3	4
Individual tutoring to improve your basic skills	43-1	2	3	56-1	2	3	4
Individual tutoring in your academic courses besides basic skills	44-1	2	3	57-1	2	3	4
Someone to talk to about family or other personal problems	45-1	2	3	58-1	2	3	4
Help in understanding what you have to do to graduate	46-1	2	3	59-1	2	3	4
Help in getting off to a good start at LaGuardia	47-1	2	3	60-1	2	3	4
Help in deciding what to major in	48-1	2	3	61-1	2	3	4
Help in deciding what courses to take	49-1	2	3	62-1	2	3	4
Opportunity to meet with teachers outside of class	50-1	2	3	63-1	2	3	4
Help in learning how to use the library	51-1	2	3	64-1	2	3	4
Feedback from teachers during the quarter on how well you're doing	52-1	2	3	65-1	2	3	4
Help in registration	53-1	2	3	66-1	2	3	4
Information or services in languages other than English	54-1	2	3	67-1	2	3	4

32. Would you say (INSERT EACH ITEM) (IF "GOT": WAS; IF "NOT GOT": WOULD HAVE BEEN) very useful to you at LaGuardia, somewhat useful, or not at all useful? (CONTINUE THROUGH LIST AND RECORD ABOVE UNDER "Q. 32 - RATING")

(IF "INFORMATION OR SERVICES IN LANGUAGES OTHER THAN ENGLISH" RATED VERY OR SOMEWHAT USEFUL IN Q. 32, ASK Q. 33; OTHERWISE SKIP TO Q. 34)

33. What language is that? ______________________ 68-

34. How much out-of-class studying and homework did you do at LaGuardia--- very little, some, or a lot?

Very little------------------69-1
Some-------------------------- 2
A lot-------------------------- 3
Not sure---------------------- 4

35. Did you meet with your teachers outside of class to discuss your course work frequently (that is, once a week or more), a moderate number of times (once a month or so), or infrequently or not at all (once a quarter or less)?

Frequently (once a week or more)------------------------------70-1
A moderate number of times (once a month or so)---------------- 2
Infrequently or not at all (once a quarter or less)------------ 3
Not sure--- 4

36. Did you attend the Freshman Seminar most of the time, sometimes, or only occasionally or never?

Most of the time--------------------71-1
Sometimes--------------------------- 2
Only occasionally or never---------- 3
Not sure---------------------------- 4

37. In what ways do you think the Freshman Seminar could be more helpful to students? What else?

72-73
______________________________________ 74-75
______________________________________ 76-77
______________________________________ 78-79
____

38. Did you use any counseling services at LaGuardia, such as the Information Center, Counselor-on-Duty, Student Development Center Workshops, or Individual Appointments?

Yes--------80-1 (ASK Q.s 39, 40)
No---------- 2 } (SKIP TO Q. 41)
Not sure--- 3 }

39. Was this counseling about academic subjects, about career topics, about personal issues, or about some other topic? (MULTIPLE RECORD IF NECESSARY)

Academic subjects-------------------- 5-1 CARD III
Career topics------------------------ 2
Personal issues---------------------- 3
Some other topic____________________---- 4
(SPECIFY)
Not sure----------------------------- 5

40. All things considered, would you say the counseling you received at LaGuardia was very helpful to you, somewhat helpful, or not very helpful?

Very helpful---------------- 6-1
Somewhat helpful------------ 2
Not very helpful------- 3
Not sure--------------- 4

(ASK EVERYONE)

41. Here are some statements about LaGuardia Community College. Please tell me if each statement is an accurate description of LaGuardia or if it does not describe the college. The first is . . .

	An Accurate Description	Does Not Describe	Not Sure
It's too difficult academically	7-1	2	3
It's too easy academically	8-1	2	3
It's hard to see teachers outside of class	9-1	2	3
There is too much bureaucracy and red tape	10-1	2	3
It doesn't really teach you anything useful	11-1	2	3
It isn't set up to make the student feel like part of the campus	12-1	2	3
Classes are too large	13-1	2	3
It's not clear what is required to graduate	14-1	2	3
No one at LaGuardia cares about you as an individual	15-1	2	3
Counselors aren't very helpful	16-1	2	3
The college is too job-oriented and not academic enough	17-1	2	3
It's a good place to prepare for a good job	18-1	2	3

42. When you first enrolled at LaGuardia, did you take many basic skills or remedial courses, some basic skills courses, or no basic skills courses?

Many basic skills or remedial courses------------19-1 } (ASK Q. 43)
Some basic skills courses------------------------ 2 }
No basic skills courses-------------------------- 3 } (SKIP TO Q. 44)
Not sure--- 4 }

43. Do you agree or disagree with the following statements about basic skills courses? The first is . . .

	Agree	Dis-agree	Not Sure
Basic skills courses helped you to prepare for your regular courses	20-1	2	3
You had to take too many basic skills courses	21-1	2	3
Basic skills courses prevented you from taking your regular courses	22-1	2	3
You didn't really need basic skills courses since your skills were OK	23-1	2	3
Since you had to take basic skills courses, you didn't really feel like you were in college	24-1	2	3

44. Was LaGuardia different from what you thought it would be before you started there, or was it pretty much what you expected?

Different from what you thought it would be---25-1 (ASK Q. 45)
Pretty much what you expected----------------- 2 } (SKIP TO Q. 46)
Not sure, refused----------------------------- 3 }

45. How was LaGuardia different from what you expected? What else?

26-27
28-29

30-31

32-33

46. Looking back over your stay at LaGuardia, what could the college have done differently or better to help someone in your situation remain at the college? What else?

34-35
36-37

38-39

40-41

Finally, just a few questions for classification purposes only.

(ASK Q. 47 ONLY FOR INTERVIEWS DONE IN APRIL, 1982)

47. When did you stop going to classes at LaGuardia? Was this in the first week or so of classes, after about a month or so of classes, about half way through the quarter, during the last half of the quarter, or only after you finished the quarter?

First week or so of classes------------42-1
After about a month or so of classes------------ 2
About half way through the quarter------------ 3
During the last half of the quarter------------ 4
Only after you finished the quarter------------ 5
Not sure------------ 6

48. Are you the head of your household?

Yes------------43-1 No------------ 2 Not sure------------ 3

49. Have you taken most of your courses in the day or in the extended dav or evening?

Day------------44-1 Extended day (evening)------- 2 Not sure---- 3

50. How old are you?

16-18------------ 45-1
19-21------------ 2
22-25------- 3
26-30------- 4
31-40------- 5
41-50--------- 6
51 or over---- 7
Refused------- 8

51. When you enrolled at LaGuardia, was your marital status never married, married, divorced or separated, or widowed?

Never married------------46-1
Married------------ 2
Divorced/separated------------ 3
Widowed------------ 4
Refused------------ 5

52. And what is your marital status now?

Never married------------47-1
Married------------ 2
Divorced/separated------------ 3
Widowed------------ 4
Refused------------ 5

53. When you applied to college, was LaGuardia your first choice, your second choice, or your third choice college?

First------------48-1
Second------------ 2
Third------------ 3
Not sure------------ 4

54. Would you describe your ethnic and racial background as black, white, Puerto Rican, Hispanic other than Puerto Rican, Greek, Chinese, Oriental other than Chinese, or something else?

Black------------49-1
White------------ 2
Puerto Rican------------ 3
Hispanic other than Puerto Rican------------ 4
Greek------------ 5
Chinese------------ 6
Oriental other than Chinese-- 7
Other ______________ (SPECIFY) -- 8
Refused------------ 9

55. Did both, one, or none of your parents go to college?

Both------------------------50-1
One------------------------ 2
None-------------------- 3
Not sure, refused------ 4

56. Do you have any children?

Yes-----------------51-1
No----------------- 2

RECORD ONLY, DO NOT ASK:

SEX: Male------------52-1
Female---------------- 2

High School Average:__________ 53-54

Freshman Skills Assessment Score: Reading______ 55-56 Writing______ 57-58 Math______ 59-60

Date of high school graduation or equivalency degree:

1981----------------61-1
1980---------------- 2
1979---------------- 3
1978---------------- 4
1977---------------- 5
1976---------------- 6
1975 or earlier----- 7

Is high school diploma--

Regular high school diploma-----------------62-1
High school equivalency degree------------- 2

Grade point average at LaGuardia upon termination:__________ 63-65

Efficiency ratio upon termination:__________ 66-67

Student allocation:

First------------68-1
Second----------- 2
Third------------ 3

Quarter terminated studies

Fall, 1981--------------69-1
Winter, 1982------------ 2
Spring, 1982------------ 3
Summer, 1982-------- 4
Fall, 1982---------- 5

MAJOR 70-

Accounting-------------------------71-01
Animal health technology---------- 02
Business administration----------- 03
Business management--------------- 04
Career exploration---------------- 05
Child care------------------------ 06
Data processing------------------- 07
Dietetic technician--------------- 08
Education associate--------------- 09
Education associate-bilingual----- 10
Human Services------------ 11
Liberal arts-------------- 12
Mental health assistant--- 13
Mortuary science---------- 14
Occupational therapy------ 15
Sciences------------------ 16
Secretarial science------- 17
Other ____________ (SPECIFY) -- 18
Not sure------------------ 19

Student's Name____________________ Phone____________

Street Address____________________

Borough____________________

KANE, PARSONS & ASSOCIATES, INC.
1995 Broadway
New York, New York 10023

FOR OFFICE USE ONLY

P.N. 1155-B

June, 1982

Interviewer: ____________________

ATTRITION STUDY
ENROLLED STUDENT
QUESTIONNAIRE

Respondent's Name: ____________________

Social Security #: ____________________

Hello, this is __________ calling from Kane, Parsons & Associates, the nationally known public opinion research firm located here in New York City. We're doing a study of the educational experiences of persons in the New York area and would like to ask a few questions. The first is . . .

1. Are you currently enrolled in an educational program?

Yes------------------5-1 (ASK Q. 2)
No------------------- 2 (SKIP TO Q. 3)

(ASK Q. 2 ONLY IF "YES" IN Q. 1)
2. What school are you studying at? ______________________ 6-7
(DO NOT ABBREVIATE SCHOOL NAME)

(IF NOT LAGUARDIA, ASK Q. 3; OTHERWISE SKIP TO Q. 4)

(ASK Q. 3 ONLY IF "NO" IN Q. 1 OR IF LAGUARDIA NOT MENTIONED IN Q. 2)
3. Are you enrolled at LaGuardia Community College in Long Island City, Queens?

Yes------------------- 8-1
No-------------------- 2 (TERMINATE)

4. Which of the following statements best described your plans when you first enrolled at LaGuardia? (READ LIST)

Stay at LaGuardia until you got a two-year degree and then go to work-- 9-1
Transfer to another college before getting a two-year degree---- 2
Take courses but leave school before getting a two-year degree-- 3
Get a two-year degree from LaGuardia and then transfer to a four-year college-- 4
Not sure (DO NOT READ)------------------------------------ 5

4A. Which of the following statements best describes your plans at the present time? (READ LIST)

Stay at LaGuardia until you get a two-year degree and then go to work--10-1
Transfer to another college before getting a two-year degree---- 2
Take courses but leave school before getting a two-year degree-- 3
Get a two-year degree from LaGuardia and then transfer to a four-year college-- 4
Not sure (DO NOT READ)------------------------------------ 5

5. What things do you like most about LaGuardia? What else? 11-12

____ 13-14

____ 15-16

____ 17-18

6. What do you dislike about LaGuardia? What else? 19-20

____ 21-22

____ 23-24

____ 25-26

7. Let's think some more about your experience at LaGuardia. How much financial aid have you received at LaGuardia? (READ LIST)

Enough to pay for all of your college expenses, including tuition, books, transportation, living expenses, etc.------------------------69-1
Enough to pay for most but not all of your expenses------------------------------------- 2
Enough to pay for about half of your expenses--- 3
Enough to pay for about one third of your expenses------------------------------------- 4
Enough to pay for only a small part of your expenses------------------------------------- 5
None--- 6
Not sure/refused (DO NOT READ)------------------ 7

8. Which of the following offices at LaGuardia have you used? (RECORD ANSWERS UNDER "Q. 8 -- USE" BELOW)

	Q. 8 Use			Q. 9 Got Help Wanted			Q. 10 Treated		
	Yes	No	Not Sure (VOL.)	Yes	No	Not Sure (VOL.)	Polite	Not Polite	Not Sure (VOL.)
Financial aid office---------	70-1	2	3	77-1	2	3	8-1	2	3
Bursar's office--	71-1	2	3	78-1	2	3	9-1	2	3
Admissions office---------	72-1	2	3	79-1	2	3	10-1	2	3
College Discovery office---------	73-1	2	3	80-1	2	3	11-1	2	3
					CARD II				
Registrar's office---------	74-1	2	3	5-1	2	3	12-1	2	3
Library---------	75-1	2	3	6-1	2	3	13-1	2	3
College job placement office---------	76-1	2	3	7-1	2	3	14-1	2	3

(ASK Q. 9 FOR ANY OFFICE ANSWERED "YES" IN Q. 8 AND RECORD ABOVE UNDER "Q. 9 -- GOT HELP WANTED")

9. Did you get the help you wanted at the (INSERT OFFICE)?

(ASK Q. 10 FOR ANY OFFICE ANSWERED "YES" IN Q. 8 AND RECORD ABOVE UNDER "Q. 10 -- TREATED")

10. And how were you treated by the staff in (INSERT OFFICE), were they polite or not polite?

(ASK EVERYONE)

11. Have you used (INSERT FIRST ITEM) as a source of funds to pay for college? (CONTINUE THROUGH LIST; RECORD BELOW UNDER "Q. 11 -- USE")

	Q. 11 USE		Q. 12 IMPORTANCE		
	Yes	No	1st	2nd	3rd
Money from your parents--------------------	15-1	2	25-1	26-1	27-1
Money from your wife, husband or friend----	16-1	2	2	2	2
Money from a cooperative education work internship or co-op job------------------	17-1	2	3	3	3
Money from a full-time job other than a co-op work internship-------------------	18-1	2	4	4	4
Money from a part-time job other than a co-op work internship-------------------	19-1	2	5	5	5
Financial aid from LaGuardia, such as TAP, BEOG, NDSL, NYSHEAC, college work-study--	20-1	2	6	6	6
Other governmental aid (such as social security, veterans benefits, social service assistance, etc.)---------------	21-1	2	7	7	7
Your own previous earnings and savings-----	22-1	2	8	8	8
Any other source ____________________ (SPECIFY) -----	23-1	2	9	9	9
None------------------------------------	24-1				
Not sure--------------------------------	2		0	0	0

(ASK Q. 12 FOR ALL SOURCES MARKED "YES" IN Q. 11. RECORD ABOVE UNDER "Q. 12 -- IMPORTANCE")

12. Of the sources of money you have used to pay for college, (READ ALL SOURCES CIRCLED "YES" IN Q. 11), which is the most important source to you, which is the second most important, and which is the third most important?

13. Not counting a co-op job, have you had a job while you have been at LaGuardia? (IF "YES") On the average, how many hours a week have you worked?

No, have not had a job--------- 1
Yes, have had a job------------ 2 Hours per week worked____ 28-29

14. Have you taken the co-op prep course at LaGuardia?

Yes------30-1 No----------- 2 Not sure------------- 3

15. Have you had a cooperative education work internship or co-op job at LaGuardia?

Yes-------------31-1 (ASK Q. 16)
No-------------- 2 } (SKIP TO Q. 17)
Not sure-------- 3 }

(ASK Q. 16 ONLY IF "YES" IN Q. 15)

16. Were you in a paid co-op job or was your co-op job an unpaid volunteer position.

Paid-------------32-1 Unpaid-------- 2

(ASK EVERYONE)

17. Here are some statements about the co-op program. Please tell me if you agree or disagree with each statement.

	Agree	Disagree	Not Sure
You can get good work experience---------------	33-1	2	3
You can earn money to help pay for college-----	34-1	2	3
You can try out a career field and see if you like it-------------------------------------	35-1	2	3
You can develop job skills by actually working on the job----------------------------------	36-1	2	3
As a result of co-op, it takes too long to get a degree-----------------------------------	37-1	2	3
There aren't very good jobs available through co-op------------------------------------	38-1	2	3
*Co-op preparation does not adequately get students ready for co-op-------------------	39-1	2	3
*Co-op seminar is not very helpful-------------	40-1	2	3
*The co-op staff isn't very helpful------------	41-1	2	3

(FOR EACH STARRED (*) ITEM IN Q. 17 ANSWERED "AGREE," ASK THE APPROPRIATE QUESTION BELOW)

18A. In what way does co-op preparation not adequately get students ready for co-op? What else?______________________________

____

____

18B. Do you have any suggestions about how the co-op preparation course could get students ready for co-op better?

____

____

19A. In what way is Co-op Seminar not very helpful? What else?

____

____

____

19B. Do you have any suggestions about how the Co-op Seminar could be more helpful?______________________________

____

20A. In what ways is the co-op staff not very helpful? What else?

____

____

20B. Do you have any suggestions about how the co-op staff could be more helpful?______________________________

____

____

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21. Here are some services that you may have received at LaGuardia. What about (INSERT FIRST ITEM), have you received that or not? (CONTINUE THROUGH LIST; RECORD ANSWERS BELOW UNDER "Q. 21 - GOT")

	Q. 21 - GOT			Q. 22 - RATING			
	Yes	No	Not Sure	Very Useful	Somewhat Useful	Not At All Useful	Not Sure
Help in developing study skills---	42-1	2	3	55-1	2	3	4
Individual tutoring to improve your basic skills---------------	43-1	2	3	56-1	2	3	4
Individual tutoring in your academic courses besides basic skills--------------------------	44-1	2	3	57-1	2	3	4
Someone to talk to about family or other personal problems---------	45-1	2	3	58-1	2	3	4
Help in understanding what you have to do to graduate---------	46-1	2	3	59-1	2	3	4
Help in getting off to a good start at LaGuardia--------------	47-1	2	3	60-1	2	3	4
Help in deciding what to major in-	48-1	2	3	61-1	2	3	4
Help in deciding what courses to take--------------------------	49-1	2	3	62-1	2	3	4
Opportunity to meet with teachers outside of class-------	50-1	2	3	63-1	2	3	4
Help in learning how to use the library------------------------	51-1	2	3	64-1	2	3	4
Feedback from teachers during the quarter on how well you're doing----------------------------	52-1	2	3	65-1	2	3	4
Help in registration-------------	53-1	2	3	66-1	2	3	4
Information or services in languages other than English---	54-1	2	3	67-1	2	3	4

22. Would you say (INSERT EACH ITEM) (IF "GOT": WAS; IF "NOT GOT": WOULD BE) very useful to you at LaGuardia, somewhat useful, or not at all useful? (CONTINUE THROUGH LIST AND RECORD ABOVE UNDER "Q. 22 - RATING")

(IF "INFORMATION OR SERVICES IN LANGUAGES OTHER THAN ENGLISH" RATED VERY OR SOMEWHAT USEFUL IN Q. 22, ASK Q. 23; OTHERWISE SKIP TO Q. 24)

23. What language is that? ______________________ 68-

24. How much out-of-class studying and homework do you do at LaGuardia--- very little, some, or a lot?

Very little-------------------	69-1	A lot---------------------	3
Some--------------------------	2	Not sure------------------	4

25. Do you meet with your teachers outside of class to discuss your course work frequently (that is, once a week or more), a moderate number of times (once a month or so), or infrequently or not at all (once a quarter or less)?

Frequently (once a week or more)----------------------------------	70-1
A moderate number of times (once a month or so)------------------	2
Infrequently or not at all (once a quarter or less)---------------	3
Not sure--	4

26. Did you attend the Freshman Seminar most of the time, sometimes, or only occasionally or never?

Most of the time----------------------	71-1
Sometimes-----------------------------	2
Only occasionally or never------------	3
Not sure------------------------------	4

27. In what ways do you think the Freshman Seminar could be more helpful to students? What else?

______________________________ 72-73

______________________________ 74-75

______________________________ 76-77

78-79

28. Have you used any counseling services at LaGuardia, such as the Information Center, Counselor-on-Duty, Student Development Center Workshops, or Individual Appointments?

Yes--------80-1 (ASK Q.s 29, 30)
No--------- 2 } (SKIP TO Q. 31)
Not sure--- 3 }

29. Was this counseling about academic subjects, about career topics, about personal issues, or about some other topic? (MULTIPLE RECORD IF NECESSARY)

Academic subjects-------------------- 5-1 **CARD III**
Career topics------------------------ 2
Personal issues---------------------- 3
Some other topic ______________---- 4
(SPECIFY)
Not sure----------------------------- 5

30. All things considered, would you say the counseling you received at LaGuardia was very helpful to you, somewhat helpful, or not very helpful?

Very helpful---------------- 6-1
Somewhat helpful------------ 2
Not very helpful------- 3
Not sure--------------- 4

(ASK EVERYONE)

31. Here are some statements about LaGuardia Community College. Please tell me if each statement is an accurate description of LaGuardia or if it does not describe the college. The first is . . .

	An Accurate Description	Does Not Describe	Not Sure
It's too difficult academically--------------	7-1	2	3
It's too easy academically------------------	8-1	2	3
It's hard to see teachers outside of class---	9-1	2	3
There is too much bureaucracy and red tape---	10-1	2	3
It doesn't really teach you anything useful--	11-1	2	3
It isn't set up to make the student feel like part of the campus-------------------	12-1	2	3
Classes are too large-----------------------	13-1	2	3
It's not clear what is required to graduate--	14-1	2	3
No one at LaGuardia cares about you as an individual-----------------------------------	15-1	2	3
Counselors aren't very helpful--------------	16-1	2	3
The college is too job-oriented and not academic enough----------------------------	17-1	2	3
It's a good place to prepare for a good job--	18-1	2	3

32. When you first enrolled at LaGuardia, did you take many basic skills or remedial courses, some basic skills courses, or no basic skills courses?

Many basic skills or remedial courses-----------19-1 } (ASK Q. 33)
Some basic skills courses---------------------- 2 }
No basic skills courses------------------------ 3 } (SKIP TO Q. 34)
Not sure--------------------------------------- 4 }

33. Do you agree or disagree with the following statements about basic skills courses? The first is . . .

	Agree	Dis-agree	Not Sure
Basic skills courses helped you to prepare for your regular courses--------------------------------	20-1	2	3
You had to take too many basic skills courses-------	21-1	2	3
Basic skills courses prevented you from taking your regular courses--------------------------------	22-1	2	3
You didn't really need basic skills courses since your skills were OK-----------------------------	23-1	2	3
Since you had to take basic skills courses, you didn't really feel like you were in college-------	24-1	2	3

(ASK EVERYONE)

34. Is LaGuardia different from what you thought it would be before you started there, or is it pretty much what you expected?

Different from what you thought it would be---25-1 (ASK Q. 35)
Pretty much what you expected---------------- 2 } (SKIP TO Q. 36)
Not sure, refused---------------------------- 3 }

35. How is LaGuardia different from what you expected? What else? 26-27

____ 28-29

____ 30-31

____ 32-33

36. Are you the head of your household?

Yes------------- 43-1 No----------- 2 Not sure---------- 3

37. Have you taken most of your courses in the day or in the extended dav or evening?

Day---------- 44-1 Extended day (evening)------- 2 Not sure---- 3

38. How old are you?

22-25------- 3 41-50--------- 6
16-18----------- 45-1 26-30------- 4 51 or over---- 7
19-21----------- 2 31-40------- 5 Refused------- 8

38. When you enrolled at LaGuardia, was your marital status never married, married, divorced or separated, or widowed?

Never married----------------46-1 Widowed----------------- 4
Married---------------------- 2 Refused----------------- 5
Divorced/separated----------- 3

39. And what is your marital status now?

Never married----------------47-1 Widowed----------------- 4
Married---------------------- 2 Refused----------------- 5
Divorced/separated----------- 3

41. When you applied to college, was LaGuardia your first choice, your second choice, or your third choice college?

First------------------------48-1 Third------------------- 3
Second----------------------- 2 Not sure---------------- 4

42. Would you describe your ethnic and racial background as black, white, Puerto Rican, Hispanic other than Puerto Rican, Greek, Chinese, Oriental other than Chinese, or something else?

Black------------------49-1 Chinese--------------------- 6
White------------------ 2 Oriental other than Chinese-- 7
Puerto Rican----------- 3 Other ______________________ -- 8
(SPECIFY)
Hispanic other than Puerto Rican---------- 4
Greek------------------ 5 Refused--------------------- 9

43. Did both, one, or none of your parents go to college?

Both-----------------------50-1 None------------------ 3
One------------------------ 2 Not sure, refused------ 4

44. Do you have any children?

Yes---------------51-1 No---------------- 2

RECORD ONLY, DO NOT ASK:

SEX: Male------------- 52-1 Female---------------- 2

High School Average: ____________ 53-54

Freshman Skills Assessment Score: Reading ______ 55-56 Writing ______ 57-58 Math ______ 59-60

Date of high school graduation or equivalency degree:

1981---------------61-1
1980--------------- 2
1979--------------- 3
1978--------------- 4
1977--------------- 5
1976--------------- 6
1975 or earlier----- 7

Fiorello H. LaGuardia Community College THE CITY UNIVERSITY OF NEW YORK
31-10 THOMSON AVENUE, LONG ISLAND CITY, N.Y. 11101 • Telephone (212) 626-2700

FRESHMAN QUESTIONNAIRE

FALL, 1981

In order to plan for the needs of LaGuardia students, we are asking you to fill out this short questionnaire. If you have any questions about how to answer any item, feel free to ask.

PLEASE PRINT CLEARLY

YOUR NAME ____

STREET ADDRESS ____

BOROUGH/CITY ____

SOCIAL SECURITY NUMBER ☐☐☐-☐☐-☐☐☐☐

Is high school diploma--

Regular high school diploma----------------62-1
High school equivalency degree------------- 2

Grade point average at LaGuardia upon termination: ____________ 63-65

Efficiency ratio upon termination: ____________ 66-67

Student allocation:

First------------68-1
Second----------- 2
Third------------ 3

Quarter Interview Conducted

Fall, 1981--------------69-1
Winter, 1982------------ 2
Spring, 1982------------ 3
Summer, 1982-------- 4
Fall, 1982---------- 5

MAJOR 70-

Accounting------------------------71-01
Animal health technology---------- 02
Business administration----------- 03
Business management--------------- 04
Career exploration---------------- 05
Child care------------------------ 06
Data processing------------------- 07
Dietetic technician--------------- 08
Education associate--------------- 09
Education associate-bilingual----- 10
Human Services------------ 11
Liberal arts-------------- 12
Mental health assistant--- 13
Mortuary science---------- 14
Occupational therapy------ 15
Sciences------------------ 16
Secretarial science------- 17
Other ____________ (SPECIFY) -- 18
Not sure------------------ 19

Student's Name ______________________ Phone ______________

Street Address ______________________

Borough ______________________

KANE, PARSONS & ASSOCIATES
1995 Broadway
New York, New York 10023

FOR OFFICE
USE ONLY

P.N. 1155

Student's Name:

Last First

ATTRITION STUDY

RETROSPECTIVE QUESTIONNAIRE

Social Security Number:

This questionnaire is to be administered only to students who did not complete the Fall '81 expectation questionnaire.

Let's think back to how you felt when you first enrolled at LaGuardia in the Fall of 1981.

1. At that time, did you plan to attend LaGuardia every quarter, or did you plan to take a break in your studies for one or more quarters?

Attend every quarter	5- 1
Take a break for one or more quarters	2
Not sure	3

2. When you enrolled at LaGuardia, did you prefer to take (READ CHOICES; SINGLE RECORD ONLY)

Courses that prepare you for a specific job or career	6- 1
Courses that prepare you to transfer to a four-year college	2
Courses that primarily increase your knowledge, having little or no emphasis on specific job skills	3
Courses that prepare you for both a specific job or career and for transfer to a four-year college	4
Not sure (DO NOT READ)	5

3. When you first enrolled at LaGuardia, did you expect to have your first work internship or co-op job during your first quarter, second, third, fourth quarter, during your second year, were you not sure then or did you not plan to take a work internship.

(IF "NOT SURE", ASK: Did you want to take it as soon as possible, or did you not care when you took it?)

First quarter	7- 1
Second quarter	2
Third quarter	3
Fourth quarter	4
Second year	5
Did not plan to take	6
Not sure, but wanted to take it as soon as possible	7
Not sure, but did not care when	8
Doesn't remember	9

4. Here are three reasons that LaGuardia's work internship or co-op program could have been important to you when you registered at LaGuardia. Please tell me which reason was most important, second most important, and third most important.

	1st	2nd	3rd	Not Sure
To earn money to help pay for college	8- 1	2	3	4
To try out a career field to see if you like it	9- 1	2	3	4
To develop job skills by actually working on a job	10-1	2	3	4

5. When you enrolled at LaGuardia, did you expect to get help in . . .

	Expected to Get	Not Expect to Get	Not Sure
deciding which courses to take	11- 1	2	3
learning or reviewing material taught in class	12- 1	2	3
dealing with personal problems	13- 1	2	3
deciding on a career	14- 1	2	3
learning what is required to graduate from LaGuardia	15- 1	2	3

6. Before registering for classes, how much financial aid did you expect to receive at LaGuardia? (READ CHOICES; SINGLE RECORD ONLY)

Enough to pay for all of your college expenses, including tuition, books, transportation, living expenses, etc.---------16-1
Enough to pay for most but not all of your expenses------------ 2
Enough to pay for about half of your expenses------------------ 3
Enough to pay for about one-third of your expenses------------- 4
Enough to pay for only a small part of your expenses----------- 5
None--- 6
Not sure, don't remember (DO NOT READ)------------------------- 7

7a. When you enrolled at LaGuardia, did you plan on using (READ EACH ITEM) as a source of funds to pay for college? (RECORD BELOW UNDER Q. 7a -- EXPECT TO USE)

	Q. 7a EXPECT TO USE			Q. 7b IMPORTANCE		
	Yes	No	Not Sure	1st	2nd	3rd
Money from your parents------------	1	2	3	17-1	18-1	19-1
Money from your wife, husband or friend-------------------------	1	2	3	2	2	2
Money from a cooperative education work internship or co-op job-----	1	2	3	3	3	3
Money from a full-time job other than a co-op work internship-----	1	2	3	4	4	4
Money from a part-time job other than a co-op work internship-----	1	2	3	5	5	5
Financial aid from LaGuardia, such as TAP, BEOG, NDSL, NYSHEAC, college work-study---------------	1	2	3	6	6	6
Other government aid (such as social security, veterans benefits, social service assistance, etc.)---------------	1	2	3	7	7	7
Your own previous earnings and savings--------------------------	1	2	3	8	8	8
Any other source ________________ (SPECIFY)--	1	2	3	9	9	9
None------------------------------	1					
Not sure--------------------------	2			0	0	0

ASK Q. 7b FOR ALL SOURCES MARKED "YES" IN Q. 7a; RECORD ABOVE UNDER Q. 7b -- IMPORTANCE)

7b. Of the sources of money you used to pay for college, (READ ALL SOURCES CIRCLED "YES" IN Q. 7a), which was the most important source to you, which was the second most important, and which was the third most important?

8. When you enrolled, how difficult did you think it would be for you and/or your family to meet the cost of going to college - - -

Extremely difficult--------20-1
Very difficult------------ 2
Somewhat difficult--------- 3
Not at all difficult------------ 4
Not sure, don't remember (DO NOT READ)-------------------------- 5

9. Before registering for classes at LaGuardia, how much basic skills course work in reading, writing and math did you think you would be required to take? (READ CHOICES; SINGLE RECORD ONLY)

Many basic skills or remedial courses---------------------21-1
Some basic skills or remedial courses--------------------- 2
No basic skills or remedial courses----------------------- 3
Not sure, don't remember (DO NOT READ)-------------------- 4

10. When you started at LaGuardia, did you think your basic skills in reading, writing and math were - - - (READ CHOICES: SINGLE RECORD ONLY)

Good enough to pass all of your college courses-------------22-1
For the most part OK, but in need of some improvement-------- 2
Very weak-- 3
Not sure, don't remember (DO NOT READ)----------------------- 4

11. How much studying and homework did you think would be necessary for you to do well at LaGuardia? (READ CHOICES; SINGLE RECORD ONLY)

Very little, you expected to learn everything in class	23-1
Some studying and homework would be necessary	2
A lot of studying and homework would be necessary	3
Not sure, don't remember (DO NOT READ)	4

12. How often did you think you would need to meet with your teachers outside of class to discuss your course work? (READ CHOICES; SINGLE RECORD ONLY)

Frequently (once a week or more)	24-1
A moderate number of times (once a month or so)	2
Infrequently or not at all (once a quarter or less)	3
Not sure, don't remember (DO NOT READ)	4

13. Did you plan to work during your first quarter at LaGuardia? (IF "YES": How many hours a week did you plan to work?)

No, did not plan to work	1	
Yes	2	______ hours per week 25-26

14. When you first enrolled at LaGuardia, did you expect to be - - - (READ CHOICES; SINGLE RECORD ONLY)

Among the very best students	27-1
Better than average, but not among the very best students	2
Slightly below average	3
Well below average	4
Not sure, don't remember (DO NOT READ)	5

15. When you started at LaGuardia, did you - - -

Look forward to making many friends at LaGuardia	28-1
Have enough friends and were not concerned with whether or not you made additional ones	2
Not sure, don't remember (DO NOT READ)	3

16. How active did you plan to become in LaGuardia clubs or other activities outside of class? (READ CHOICES; SINGLE RECORD ONLY)

Extremely active	29-1
Very active	2
Somewhat active	3
Not at all active	4
Not sure, don't remember (DO NOT READ)	5

INSTRUCTIONS - PLEASE READ CAREFULLY

Please read each question carefully before answering. Most of the questions require that you choose one of the possible answers; put a check mark (✓) next to the answer that best describes you. Answer the other questions as indicated.

1. Which of the following is closest to your plans? (CHECK ONLY ONE)

5 _____(1) I plan to attend LaGuardia every quarter.

_____(2) It may be necessary for me to take a break in my studies for one or more quarters.

2. Which statement best describes the types of courses you would prefer to take at LaGuardia? (CHECK ONLY ONE)

6 _____(1) Courses that prepare me for a specific job or career.

_____(2) Courses that prepare me for transfer to a four-year college.

_____(3) Courses that primarily increase my knowledge, having little or no emphasis on specific job skills.

_____(4) Courses that prepare me for both a specific job or career and for transfer to a four-year college.

3. When do you expect to have your first work internship (or Co-op job) at LaGuardia? (CHECK ONLY ONE)

7 _____(1) During my first quarter.

_____(2) During my second quarter.

_____(3) During my third quarter.

_____(4) During my fourth quarter.

_____(5) During my second year at LaGuardia.

_____(6) Not sure, but I would like to take it as soon as possible.

_____(7) I don't plan to take work internships.

_____(8) Not sure, but I don't care when.

4. Why is LaGuardia's work internship (or Co-op job) program important to you? (Put a "1" next to the most important reason, a "2" next to the second most important reason, and a "3" next to the third most important reason.)

8 ________ I can earn money to help pay for college.

9 ________ I can try out a career field and see if I like it.

10 I can develop job skills by actually working on a job.

5. Which of the following individual services do you think you will get at LaGuardia? (CHECK ALL THAT YOU EXPECT TO GET)

________ Help in deciding which courses to take.

2 ________ Help in learning or reviewing material taught in class.

3 ________ Help in dealing with personal problems.

4 ________ Help in deciding on a career.

5 ________ Help in learning what is required to graduate from LaGuardia.

6. Before registering for classes, how much financial aid did you expect to receive at LaGuardia? (CHECK ONLY ONE)

6 _____(1) Enough to pay for all of my college expenses, including tuition, books, transportation, living expenses, etc.

_____(2) Enough to pay for most but not all, of my expenses.

_____(3) Enough to pay for about half of my expenses.

_____(4) Enough to pay for about one third of my expenses.

_____(5) Enough to pay for only a small part of my expenses.

_____(6) None.

7. What will be your three most important sources of financial support during the coming academic year? (Put a "1" next to the most important source, a "2" next to the second most important source, and a "3" next to the third most important source.)

17 _____(1) Parents.

18 _____(2) Wife, husband or friend.

19 _____(3) Cooperative education work internship (or Co-op job).

_____(4) A full-time job other than a Co-op work internship.

_____(5) A part-time job other than a Co-op work internship.

_____(6) Financial aid from LaGuardia.

_____(7) Other governmental aid (such as social security, veterans benefits, social service assistance, etc.)

_____(8) My own previous earnings and savings.

_____(9) Other ____
(WRITE IN TYPE OF FINANCIAL SUPPORT)

8. How difficult do you think it will be for you and/or your family to meet the cost of going to college? (CHECK ONLY ONE)

0 _____(1) Extremely difficult.

_____(2) Very difficult.

_____(3) Somewhat difficult.

_____(4) Not at all difficult.

9. Before registering for classes at LaGuardia, how much basic skills course work in reading, writing and math did you think you would be required to take? (CHECK ONLY ONE)

21. _____(1) Many basic skills or remedial courses.

_____(2) Some basic skills or remedial courses.

_____(3) No basic skills or remedial courses.

10. Do you think your basic skills in reading, writing, and math are: (CHECK ONLY ONE)

_____(1) Good enough to pass all of my college courses.

_____(2) For the most part OK, but in need of some improvement.

_____(3) Very weak, and unless I improve them, I will have trouble passing my courses.

11. How much studying and homework will be necessary for you to do well at LaGuardia? (CHECK ONLY ONE)

23 _____(1) Very little; I expect to learn everything in class.

_____(2) Some studying and homework will be necessary.

_____(3) A lot of studying and homework will be necessary.

12. How often do you think you will need to meet with your teachers outside of class to discuss your course work? (CHECK ONLY ONE)

24 _____(1) Frequently (once a week or more).

_____(2) A moderate number of times (once a month or so).

_____(3) Infrequently or not at all (once a quarter or less).

13. Do you plan to have a job during your first quarter at LaGuardia? (CHECK ONLY ONE)

25-26 _________No, I will not have a job.

Yes, I plan to work _________hours per week.

14. In terms of your college grades at LaGuardia, do you expect to be: (CHECK ONLY ONE)

27 _____(1) Among the very best students.

_____(2) Better than average, but not among the very best students.

_____(3) Slightly below average.

_____(4) Well below average.

15. Which of the following is closest to your views? (CHECK ONLY ONE)

28 _____(1) I look forward to making many friends at LaGuardia.

_____(2) I have enough friends and am not concerned with whether or not I will make additional ones.

16. How active do you plan to become in LaGuardia clubs or other activities outside of class? (CHECK ONLY ONE)

29 _____(1) Extremely active.

_____(2) Very active.

_____(3) Somewhat active.

_____(4) Not at all active.

17. At this time, how likely is it that you will transfer to another college before you graduate from LaGuardia? (CHECK ONLY ONE)

30 _____(1) Extremely likely.

_____(2) Very likely.

_____(3) Somewhat likely.

_____(4) Not at all likely.

THANK YOU FOR YOUR ANSWERS!

ERIC Clearinghouse for Junior Colleges
8118 Math-Sciences Building
University of California
Los Angeles, California 90024
JUN 14 1985